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Department of Measurement, Evaluation, Sucvey and Data Processing, MATIONAL COUNCIL OF EDUCATIONAL LESSAGEST AND TRAINING Sri Aurobindo Marg, New Delhi-110016.

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I am thankful to orr J.C. wittal and thri
I unhondro funds of the Department who have taken
great point in the collection, compilation and analysis
of information and its presentation in this report. I
should also not forget to express my sincere thanks to
trof.K.N. diriyanniah (who has since retired) for his
guidance in planning and executing the study. We are

It is begond that the report will or found to be of rel wance and use by educational planeaus and administrators, and to all oto re or each to take of educational reconstruction.

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Table No. The

- 1. Schools sorting, type and name, ment.
- 2. Land a willuble with schools
- 3. Schools as ording to per chala land awalank to be turn.
- A. Furcationed of covered area on Ground Ploor against total area (vertable in schools,
- 5. Schools excording to per student class-room covered area.
- o. Jehnols as per deterection or boundry.
- 7. Schools as Arabaro ch road, internal levilling and orainast system.
- S. Schools according to their site and catchment area.
- 9. Schools according to smeet for morning assembly and levelopment of the campus.
- 10. Schools decording to buildings.
- 11. Pucka buildings as per year of construction.
- 12. Schools with outraland for expansion and their buildings according to number of storeys and potentiality or construction on upper storey.
- 13, Schools with pucla buildings and type of walls, roofs and (loops.
- 14. Schools with pucks buildings and type of finishing provided for masonary work.
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- 46. Schools according to condition of doors/windows and lockability of building.

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INPAODUCTION

During the last quarter of this century, there has been a phenomenal expansion in the field of education quantitatively. But this has not been tollowed up by providing proper physical tacilities needed to attract and retain children in schools and providing better academic atmosphere for the higher clauses students in schools through wall equipped laboratories, good libraries and required teaching aids of quality, etc. even in the Pive Year Plans, great emphasis has been laid upon the quantitative expansion resulting an opening of new schools and increase in enrolment at one end, but this increase has not kept pace with the increase in school buildings and other facilities in them at the other end. Also in the past it has been felt that buildings and other facilities available are better in arban schools than rural ones, which may be true to some extent, but needed to be investigated and proved. About buildings of secondary and nigher secondary schools it is observed that, as per Fourth All-India Educational Survey (date of reference 30.9.1978), of the 36,675 secondary schools in the country 91.71% were running in either pucka or partly pucka buildings, but there were 221 schools functioning in open space and 25 in tents too. The condition of higher secondary schools was a little better as 98,68% were running in pucka or partly pucka buildings but even here 22 and 9 schools were functioning in open space and tents respectively.

Further, 69.91% secondary and 70.30% higher secondary schools did not have sufficient number of rooms. At this stage it is expected that schools should not only have

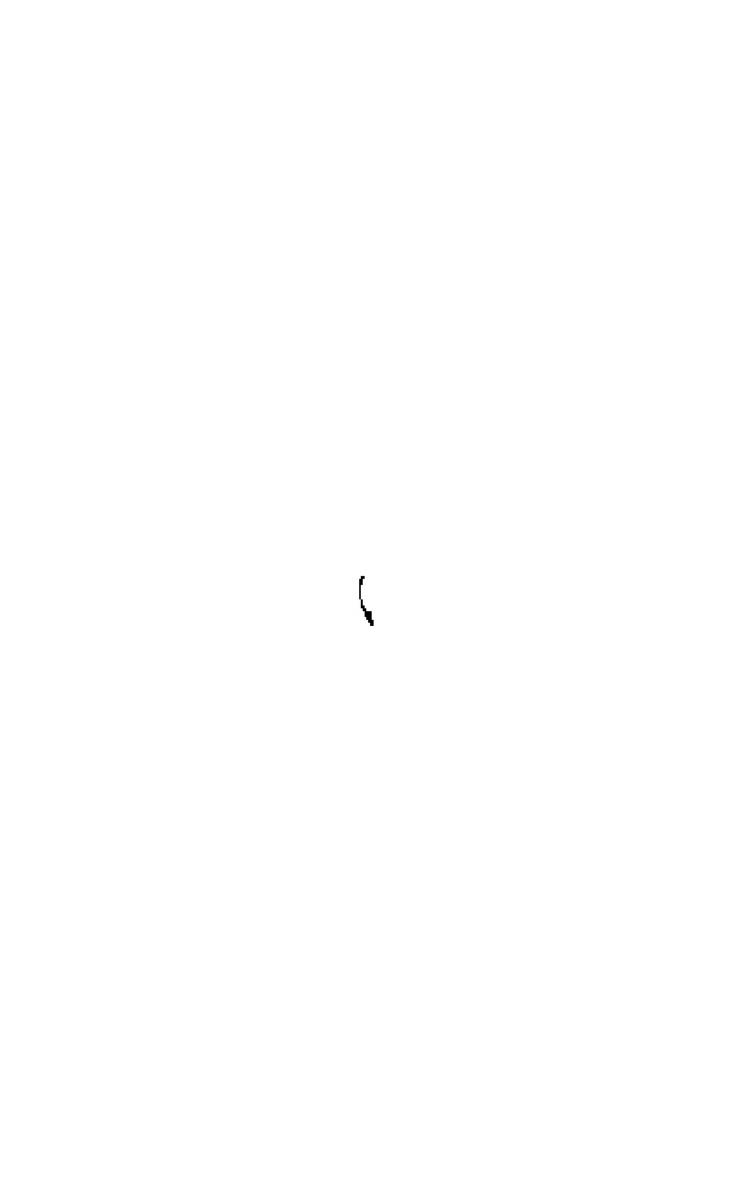


adequate number of rooms for teachings, but also should have subject rooms like science room, arts and carefts room, geography room, music room, etc. and well equipped laboratories and separate libraries. Therefore, in order to assess the position it was decided to undertake the following study; 'An Intensive Study of School Buildings in Secondary and Higher Secondary Schools in four selected States on Sample Basis.' The study was initiated in 1985 and an advisory committee was formed to give their expert advice and guidance in the preparation of tools, (Appendix-1).

Objectives of the Study

Though lot of data have been collected about school buildings in all the four All-India Educational Surveys completed at the time of initiating this study, yet their scope was very limited, all surveys being census surveys. These surveys have not probed indepth on the quality of school buildings, regarding their suitability for class-room instructions or for other purposes like co-curricular acitivities, availability of suitable play grounds, and availability and usage of Nostel facility in schools, etc. The present study was under taken by the Department with the following objectives:

- a) The study the general conditions of secondary/higher secondary school buildings;
- b) To study indepth the quality of school buildings regarding their suitabiliting for educational and other co-curricular purposes;
- c) To study the hygenic conditions of schools buildings; and
- d) To study their expansion potential. .



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The study correst four scheeted States, one orch trom northern, eastern, central and southern parts of the e untry, viz. Edinachal Pradech, Biber, Indhya Pradesa and Machardia. The states have been divided into different regions in por their geographical conditions, (Appendix-2). Biber new been divided in to three regions, courbons, wordarn and Central, and two districts, vic. Hazari Dagh and maneur, wost Champar in a Janerso, and Gaya & Bho Jour, from each of the above regions respectively were selected. Further, Himnehal Iradeun has been treated as a single ration and to observe to the solutional Mandi were selected. Marintaka has been divided into four regions vaz. Constal a Ghat, L.d. nd hastern, intend Southern and Intend Forthern; and one district from each of these regions, viz. Uttar Hannar, Ulrimangulur, mysore and Bellery was selected respectively. From hadh, a Pradesh, sevon districts, Mars, Satua, Sehore, Indore, Jabolpur, Loshingabad and Gualier were selected from the seven regions of the state respectively. Thus the study covers 19 districts of the above four states giving due representations to all available regions was of these states.

schools Covered in the Study

At the initial stage it was planned to cover 5% of secondary and higher secondary schools taken together in each state for 'general study' as first phase. Further, 'Indepth study' of 10% schools amongst the selected schools for general study was to be done as second phase. It was planned that the members of the facility will personally visit each school selected for 'Indepth Study' for on the spot varification of the facts about school buildings and other physical facilities available in the schools. When the study was in progress, the Department had to undertake

Therefore, it became very difficult for from thembers to visit the schools for 'Alide, the study' and linally this part was dropped with the due approval of the Competent Authority.

In the 'denoral Study' in all 534 schools, drawn from 19 districts of four states, have been covered and this number is about 5% of the total scendary and higher secondary schools in these states. Also it may be mentioned that from disached Pradest all the higher secondary schools of two beloated districts have been covered along with 5% becoming schools. On the 534 schools covered, 165, 52, 182 and 155 schools beloaged to Bihar, Himschal Pradesh, Marnataka and madhya Pradesh, respectively.

While solecting the schools due weightage has been given to have ment, area and Type of the schools. Efforts have been made to select schools proportionately from rural and urban areas; from four managements—Government, Local Body, Private Aided and Private Unaided; and from Boys, Cirls and Co-educational schools. But at the time of analysis of data the four managements were clubbed into two only, one comprisin of Government and Local Body and other of Private Aided and Private Unaided schools. Thus it can be concluded that at all stages, while selecting the schools, enterts have been made to give due representation to all types of schools mentioned above by using stratified random sampling technique.

Tools for Data Collection

A questionnaire, constituted the main tool of data collection. It was prepared by the academic members working

on the project. This was further discussed with other academic staff of the Department working on Survey side and it was modified in the light of discussions. As originally planned this questionable was further discussed with the experts of C.B...I. at morrise, and their suggestions were incorporated. At this stage it was thought fit to eath a meeting of the advisory committee to discuss the questionable for turther improvement. Accordingly, the committee of experts met on 1.10.1985 in the Council and discussed the questionable knext threads, re. The recommendations of the committee appear in Appendix-3.

Acting on the advice of the committee, the questionnaire tas suitably modified. As regards try-out of the same, practically it became difficult to do the exercise near Loorkee, is recommedned by the Committee; and finally it was tried out in few rural and urban schools or drifer at managements and type in Haryana. After try-out, it was felt that few items have not been properly replied by the respondents. The disficulties faced during try-out were discussed in the Department and also conveyed to the experts of the Committee, suggesting suitable modifications or nonworking items. The experts of C.B. .. I. koorkee, Mr. V. L. Mather and Mr. W. M. Goel, and Mr. A.K. Sexena or mendriya Vidyalaya danchathan, gave their suggestions and after incorporating the same the final questionnaire for general study was prepared, (Appendix-4). Also 'Guidelines for Tabulation of Data were developed by the faculty members, (Appendix-5). Another questionnaire for 'Indepth study' or the school buildings was also prepared in consultation with Mr. A.K. Saxena of k.V.S., New Delni who provided the necessary definitions and clarifications for the technical terms used in the same. But later on this part of the study was dropped.

nowever, this questionnaire is given as Appendin-6, for use and surface in future.

Organisation of the study :

Officer' from amongst its Doputy Enjectors, to look after the project work in addition to his advant duties. In Bibar, Himsensi Prodoch and Enjectaka, Jri J.P. Dings, Deputy Director, Jhri J... Gowel, Joint Director and Emt. R.S. Indira, D.D.F.I. respectively were appointed as 'Project Officers'. But in Eadly a Fradesh though an officer was nominated, the person concerned refused to accept the assignment, and finally the Commissioner expressed his unability to appoint any other officer for the Job. Later on, the work was entrusted to Dr.m.i. Lathurta, Field Adviser, MCAMP.

Further a provision was made to apoint a Project
Fellow to assist the Project Officer in these states for
collection of dato, its scrutiny and tabulation. The term
of project reliew was sanctioned for six months in all
states except manachal Pradech where it was for three
ments only. In Madhya Pradech a project fellow was
appointed but the other three states expressed inability
to appoint a qualified person for such a short duration.
Later on, these states were allowed on their request to use
the services of other regular starf for the purpose, on
payment kakas basis as the work was to be done in addition to
their normal duties.

The questionnaires in English language along with instructions for filling them (in cyclostyled form) were



supplied from here in the sutrement numbers to those states, which were to be mailed by the fragest Officers to the selected schools. The Project Fellow visited the defaulting schools, which and not reply even after remainders the faculty members visited the respective atoter time to time to provide on the spot guidance to the concerned staff for selection of schools, collection of orta, scrutny of quantiformatics and tabulation of data. The analysis plan slongwith scruting checks were developed by the faculty members working on the study.

Aspects Covered under the Study

thou nt desirable to cover all important appects of school buildings. Further, it was planned to study indepth the quality of school buildings in the second phase, which could hot be done due to unavoidable diremestances. In the second is tudy, the iollowing aspects have been covered:

- i) Land and Covered Area in Schools
- 11) Type of Boundaries of School Campuses
- mil) Approach Loads, Internal Levelling and Drainage System in Schools
- iv) Site and Catchment Area of schools
- v) Type of school Bulldings
- vi) Material used in school Buildings
- vii) Light, Ventilation and other Fittings in Schools
- vili) Ownership, Original Purpose of construction and adequacy of School Buildings
- ix) Science Laboratories, Subject Rooms and other Accommodation in Schools

- x) Drinking Water of Toilet Feeilities in schools
- xi) rlayaround in behoods
- min) Contoon and Cycle Stand Facility in Schools
- xill) Bostel Facility in schools
- mintenance of Johnal Bulldings

The statewise position of sand not the study as mentioned above has been discussed in the subsequent chapters.

<u>CHAPPER - 2</u> BIHAR

2.1 Schools in the Sample

In all a sample of 165 Secondary and Higher Secondary Schools constituting about 5% of their total number in the state was selected. In order to give proper representation to area of location, management, etc., the sample of schools was drawn by adopting stratified random sampling procedure, as mentioned in Chapter I. The distribution of schools belonging to rural and urban areas, different management and their type is summarised in Table. 1.

As most of the schools are run by government, management wise comparison has not been possible while rural-urban comparison has been attempted on some important aspects in the preceeding paragraphs. Further, discussion is based on only two groups of management, Government (which includes Local Body) and Private (which includes Private Aided & Unaided) Schools.

2.2 Land and Covered Area in Schools

2.2.1 Campus Area:

(a) <u>Secondary Schools</u>:

Majority of Schools in rural as well as in urban areas have enough land with them. Of the 128 rural secondary schools, 3.90%, 2.34% and 1.4% have 1001 to 2500, 2501 to 5000 and 5001 to 7500 sq. mtrs. land with them respectively. Further each and look of the 3.12% schools have 7501 to 10000/ to 15000 sq. mtrs.land and 6.24/schools have between 15000

to 20000 Sq. mtrs. land with them respectively.

The remaining 79.7% schools have more than 20,000 sq. mtrs. land with each of them respectively. Among the 29 urban secondary schools, about 52% schools have more than 20,000 Sq. mtrs. land with each of them.

(b) Higher Secondary Schools:

The only rural higher secondary school posess more than 50,000 sq. mtrs. land, and of the seven urban higher secondary schools one has between 10,000 to 15,000 sq. mtrs. land while each of the remaining 6 schools possesses more than 20,000 sq. mtrs. land as evident from table 2.

As there is enough land in schools, per child availability of land is also on higher side as 90% of the rural government secondary and 100% private schools have more than 25 sq. mtrs. land per child while this percentage is 62 in urban government secondary schools. Thus it is concluded that most of the schools covered under study have enough land with them (table 3).

2.2.2 Covered Area in Schools:

(a) <u>Secondary Schools:</u>

Though majority of schools have enough land in them but from covered area point-of-view it is observed that the schools are handicapped. This is evident from the fact that about 90% rural and 76% urban government schools respectively have less than 2 area covered by building on ground floor. Thus in all, about 87.7% secondary achools have less than 25%

area covered by building on ground floor, 9.6% have 25% to less than 50% and 2.6% schools have more than 50% covered area by building on ground floor.

(b) Higher Secondary Schools:

Among the 8 higher Secondary schools, 7(87.5%) have less than 25% and the remaining one school has 25% to less than 50% covered area by building on ground filoor.

As regard class rooms per child covered area, 26.6%, 41.4%, 22.7% and 9.3% rural secondary schools have less than 0.50 Sq. mtrs., between 0.50 to less than 0.75 Sq. mtrs., 0.75 to less than 1.00 Sq. mtrs. and 1.00 Sq. mtrs. or more area in each of them respectively. In the only rural higher secondary schools class room per child covered area is less than 0.50 sq. mtrs.

The schools in urban areas are not better than rural ones in respect of availability of class rooms per child covered area. As, of the 36 such schools, 30.5%, 52.8%, 13.9% and 2.8% schools have less than 0.50 Sq. mtrs., 0.50 to less than 0.75 sq. mtrs., 0.75 to less than 1.00 Sq. mtrs. and between 1 to less than 1.25 sq. mtrs. per child class rooms covered area in them respectively, as evident from table 5. Thus it is concluded that though most of the schools possess enough land but they have very limited covered area in them. Efforts should be made by the State Government to provide additional covered area in the schools in a phased manner.

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2.2.3 School Boundaries:

(a) <u>Secondary Schools:</u>

Regarding boun laries of schools camouses, the condition is not satisfactory. This may be due to the fact that vast land is available in schools. Among the rural government secon lary schools, 44% do not have any demarc-tion of their boun laries and 15% have pucca walls on all sides while another 3% have barbed wires or hedge in all sides of their campus. Further, 12% schools have their sides covered partly by bucca hall and partly by barbed wires/hedge, 10% have few sides totally uncovered and in remaining 16% though boundaries have been demarcated, but they are totally uncovered. Of the two rural private secondary schools, one has pucca walls on all sides while in another all sides are covered either by pucca walls or by barbed wires/hedge. Among the 29 urban secondary government schools, 20.6% have no demarcation of boundaries at all, 44.0% have pucca walls on all sides, 3.5% i.e. one school has some provision on all sides, 13.8% have the facility in few sides only and remaining 17.2% schools do not have any provision and their boundaries are totally uncovered.

(b) Higher Secondary Schools:

Of the eight higher secondary schools, the on one in rural has few open sides but all the seven of urban area have their boundaries covered either

by pucca walls/barbed wires or by hedge in all sides.

Thus it is concluded that as regards boundaries of schools, the condition is more or less same as of secondary/higher secondary schools in rural and urban areas respectively.

2.3 Approach Roals, Internal Levelling and Desingse System in Schools:

2.3.1 Approach Roads:

About 59% rural secondary schools have metalled approach roads to their campuses while this percentage is 91 in urban schools. In 41% rural schools through unmetalled approach roads to the campuses are available, but in 60% among these, water stagnates during rainy season and students alongwith teachers might be facing difficulty to reach schools respectively. Further, all the eight higher secondary schools, 1 in rural and 7 in urban, have metalled approach roads leading to their campuses (Table 7).

Efforts should be made to make approach roads metalled, especially in the chools where water stagnates during rainy season.

2.3.2 Internal Levelling and Drainage System in Schools:

(a) Seconda y Schools:

As regards internal levelling and drainage system in secondary schools, the condition is not satisfactory both in rural as well urban schools. This is evident from the fact that 79(61.7%) rural secondary schools do not have adequate drainage of these, the Compus is not system and in 48(60.7%) rural secondary schools do

properly levelled as water stagnates in them during rainy season. Of the 29 urban secondary schools, 62%(13 do not have adequate drainage system and 8(44%) of these schools even do not have properly levelled campus as water stagnates in their Campuses too, during rainy season.

(b) Higher Secondary & Louis

The only rural higher secondary school has adequate drainage system while this is available in only 28.6% (2 out of 7) such urban schools. Further it is interesting to mention that even in 60% (3 out of 5) urban higher secondary schools water stagnates in the school premises during the rainy season.

In totality, of the 157 secondary schools only 60(38%) have adequate drainage system while this percentage is 37.5 in higher secondary schools. Among 97 secondary schools without adequate drainage system, 56(58%) lack in proper levelling of their premises also, as water stagnates in them during rainy season, while this percentage is 60 in higher secondary schools (Table 7).

Thus it is concluded that a good number of schools lack drainale system and proper levelling of their premises. As most of schools are run by government, efforts should be made by the State to improve the campus of affected schools properly so that water does not stagnate during rainy season, which might be creating health problems too, for the students and teachers.

2.4 Schools Site and their Catchment Area:

- 2.4.1 (a) Schools in rural areas are located in better environment than the schools in urban areas, as only 11%, 10% and 8% rural schools are affected by heavy traffic, noisy environment and noxious pollutants from admoining industries while this percentage is 31, 19 and 19 respectively in urban schools. Looking at the location of schools in relation to community, only 11(8%) in rural and 1 out of 36 schools in urban are not located properly as reported by the Heads of those institutions (Table 8)
 - (b) All the schools in rural as well in urban areas have sufficient space for morning assembly and each one is running in one campus only.

 41 secondary (including 9 of urban areas) and 2 higher secondary schools of urban have reported that their campuses have not been developed in a planned manner, table 9. Due to this reason only, it seems that water stagnates in campuses of many schools during rainy season. Proper efforts should be made to improve the campuses of affected schools to avoide such problems.

2.5 Construction Details of School Buildings:

2.5.1 Type of Buildings in Schools:

Both the private and 69(44.5%) of the 155 government secondary schools have pucca buildings. The remaining 55.5% government schools are running, in thatched huts and/or Kachcha buildings, while all the eight higher secondary schools have

pucca buildings. Thus in all 79(48%) schools have pucca buildings of which 54(68%) and 25(32%) belong to rural and urban areas respectively (Table 10). Further it is observed that 74% Secondary school buildings were constructed upto 1970 (or before) while this percentage is 100 in higher secondary schools (T/11).

- 2.5.2 Expansion Potential in Schools: In rural schools having succe buildings, 87% have both extra land and potentiality of construction on usper storey, 11% possess extra land but without potentiality of construction on upper storey and remaining one school (2%) has now extra land but possess the potentiality of construction on usper storey.

 Further, among the 25 urban schools with pucca buildings 96% nave one or both the above facility and in only 1(4%) school either of the above it can be easily concluded that majority of schools have both-extra land as well solentiality of construction on upper storey.
- 2.5.3 Material used in School Buildings: Efforts have been made to know the construction details of pucka buildings in schools, such as material used in walls, roofs and floors of rooms, etc. There are universal/traditional ways of construction, but few schools have reported some diversion from these traditions.

In all the schools have pucka buildings, wails of rooms have been made of bricks except one, in which walls are made of stone. Comming to reafs in these buildings, 60.7%, 8.8%, 12.7% and 3.8% schools respectively have reported that roofs of the rooms have been made of R.C.C., Reinforced bricks, Stones and of Wood, while remaining 14% schools have reported that roofs have been made of some Other matereal then those mentioned above, which is a diversion from the traditional ways of construction. Similarly 12% and 78.4% schools have reported that the floors of rooms have been made of bracks and ordinary cement concrete respectively, while in remaining 7.6% schools some 'other material' has been used to make the floor, T-13, Further, looking these buildings from masonary work point of view, it is observed that reajority of schools have whate wash or ordinary colour, internally as well externally, as is evident from table 14, including two private rural secondary schools giving no information about excernal masonary work in them. Also in majority of schools the shutter and frames of the doors and windows have been traditionally made of wood only (Table 15). Further, 87% and 89% schools have only wooden shutters in dwors and windows respectively white glass has been used nartly or fully in remaining schools (Table (16).

There are 86 government secondary schools (87% in rural and 13% in urban) running in kachcha buildings or thatched huts, but walls of rooms in 82 of those are made in traditional way i.e. by

bricks of stone. About routs of rouns in those schools, it is observed that 57% have routs make or clay/ mangature tiles, 3% schools have time sheet rooms, 20% have thatched roofs and in remaining 10% schools roofs are made of some two other material. Further, in 56%, 25% and 19% of these choos,

the floors are kachcha, made of bracks and made of some other material respectively, as evident from table 17.

2.5.4 Light, Ventilation and other Fittings in Schools:

As regards light and ventitation facility in schools, all the secondary as well higher secondary schools have adequate natural and/or artificial lights and proper ventilation in their rooms, except two rural secondary schools where artificial lights are not available and notural light is inadequate, and another two such schools where rooms are not properly ventilated (Table 18). Regarding black-boards in the rooms, it is observed that in only 10 secondary schools the condition is not satisfactory as sun-glazes affect their black-boards From electricity facility point-of-view it is found tnat only 26(16.6%) and 3 (37.5%) secondary and higher secondary schools have adequate fittings and fixtures respectively in them, while two amongst secondary schools do not have satisfactory condition of these fittings. It is surprising that in 5 higher secondary schools neither adequate fittings are available nor the available fittings are in satisfactory condition as evident from table 19.

Thus it can be concluded that electricity facility is not at all adequate in schools and necessary electric should be made by the concerned outhorities to improve the situation.

2.6 Ownership, Original Luc, ose and Adequacy of School Buildings:

2.6.1 Owner ship of Eurldings:

of the total 165 schools covered under the study, 162 own their building, two are minning in rented buildings and one is running in a rent free buildings. Further, 66% rural secondary school buildings are owned by construction and remaining by donation. Among 27 urban secondary school buildings, 59% are owned by construction. All the buildings belonging to eight higher secondary schools are owned by construction (Table 20).

2.6.2 Original Eurpose of Buildings:

About the purpose for which these buildings were constructed, it is observed that 161 out of 165 buildings were constructed for schools urmose only, and of the remaining four buildings two were originally constructed as private houses and one each as court and railway godown, restectively (Table 21). The only rent tree buildings being used by one school was originally constructed as court building (Table 22) As regards use of school buildings for purpose other than teaching, only one building is used additionally, that too for teaching purpose only by another school in urban area (Table 23).

2.6.3 Adequacy of School Buildings:

79% of rural schools have reported their

accomplation as edequate and energy do not require any additional room. Of the remaining schools, 60% 7% and 26% require. 3,4 and 5 to 8 additional rooms, respectively. In urban, 89% schools have a lequate space, and of the remaining 11% with inadequate space, 75% and 25% schools require 2.6% 3 additional rooms respectively.

Comparing the schools of rural and urban areas, it is observed that urban schools are better than rural ones, which is obvious (\$\frac{x}{2}\$), as in majority of schools, either enough land is available or the buildings have retentiality of construction on upper storey, or both the tacility exists. The state government should provide necessary funds to needy schools for constructing additional rooms, as per their requirement.

As regards resources for additional construction in schools, it is observed that 14 secondary and 3 higher secondary schools have rejected that they charge some fees from the students for this ourpose, (T/25). Since majority of schools are Yun by government, the main source of funds is the state exchanger only.

2.7 Since Laboratories, Subject Rooms & other Accomodation in schools:

2.7.1 Laboratories in Secondary Schools:

Of the 128 rural secondar schools, 50(39%) do not have laboratory facility at all, which is an alarming situation. Among the 78 schools having the facility, 70%, 15% and 14% schools have one, two and three laboratories respectively in them,

spacewise only 6(11%) laboratories, cut of 55 schools having one combined laboratories in each of them respectively, have afequate space as reported by schools.

As per standard norms of Lendriya Vidyelaya Sanghtam, the minimum area of a laboratory in secondary/higher secondary school should be 67.62 sq. meters. According to this criteria, only one school has its laboratory of 67.62 sq, metres or more area out of 6 schools the have claimed the area of their laboratory as adequate. Among the 12 schools having two laboratories in each, only 5 (21%) out of 24 laboratories have adequate space according to schools but only one of these laboratory has 67.72 sq. meters area. Further, among the 33 laboratories available in 11 schools (3 in each school), only 11 have a lequate space as reported by schools but only 4 of these have 67.72 sq. meters or more area. Thus it is observed that of the 112 laboratories available in 78 schools, only 5 (4.4%) are of standard size i.e. of 67.72 sq. meters or more area. Also it is observed that very few laboratories have store-cum-preparation/dark/balance/museum rooms in them respectively, and that too of inadequate spaces.

The position of laboratories in urban secondary schools is more or less same, as 31% schools do not have any laboratory, 24% have one combined, 17% have two and 28% schools have three laboratories in each of them respectively. In all,

there are 41 laboratories in 20 schools, and only 3(7%) of these are of tanderd area, i.e. of 67.72 sq. meters or more, as evident from Tables 25 & 27.

Further it is interesting to mention that of the 108 schools admitting girls, none has a homescience laboratory, which is surprising. The situation needs special attention of the concerned authorities (table 34).

As regards different facilities in

laboratories of 78 rural secondary schools, it is

observed that none has adequate running water taps,

73 do not have adequate electric fittings and 70 do not

have other necessary fittings for performing

experiments in the laboratories. Similarly of the

20 urban secondary schools having laboratories,

about 75% do not have adequate running mater taps,

electricity and other necessary fittings required

for performing experiments (table 28).

Thus it can be easily concluded that laboratories in urban secondary schools are in no way better qualitatively than laboratories in rural schools. It is wondering how schools fulfil their laboratory requirements in real sense, and it seems that so called laboratories available in schools are just monumental. The above situation is really alarming and necessary efforts should be made to improve the same.

2.7.2 Laboratories in Higher Secondary Schools

All the eight higher secondary schools
(1 in rural and 7 in urban) have three laboratories

in each respectively, table-26. Of these 24 laboratories, space is adequate in 19 of reported by schools but only 7 of them have 67.62 sq. maters or more area in each respectively. Facility-wise these laboratories are better than laboratories in secondary schools, which is obvious. Also it is observed that of the 5 schools admitting girls, only one possess a home-scheme laboratory of adequate space, table 34.

2.7.1 Subject Rooms in Schools

(a) Secondary Schools:

Among the 126 rural government secondary schools, only 3 have separate schools room, 6 have social studies room, one has a activity/music room and two schools have work ex erience/craft room. Of the two private schools, only one has a cetivity/music room in it. Further, of the 29 urban accordary schools, 7 have school ecture room, one has a activity/music room. 7 have school studies room and three have work experience/craft room in them, respectively (Table 29).

(b) Higher Secondary Schools:

The only rural higher secondary school has a separate science lecture room while this facility is available in 5 (out of 7) urban schools but in majority of these science lecture rooms space in inadequate. Among 8 higher secondary schools, one has a ort/drawing room, two have activity room and work experience/craft rooms are also available in two schools only (Table 29).

Thus it is concluded that very negligible number of schools have separate subject rooms, as scrence lecture room, social studies room, art/drawing room, activity/music room and verk emerience/craft room, etc. in them. Necessary efforts should be made by the government to provide such rooms in higher secondary schools and also in secondary schools too, wherever possible, for imparting class room instructions in better environment relating to various subjects, as mentioned above.

2.7.4 Other Accomodation in Schools:

About 23% government and both the private secondary schools of reral area have serarate library room, while this percentage is about 38 in urban government secondary schools. Further, the only rural higher secondary school is without a library room while 6 (out of 7) urban higher secondary schools have the facility. Among the schools with separate library room, majority have claimed naving seating capacity for 10 to 49 shildren at a time, in them (table 30).

Further, of gne128 rural and 29 urban secondary schools, 45(35%) and 12 (41%) have separate rooms for Frincipal/Headmaster and School office respectively. Staff common room is available in about 66% secondary schools, both in rural as well urban areas. Most of the above schools have reported that the space in these rooms is inadequate. All

Principal/New master and school office, but staff common room is not available in the only rural school (Table 31). Very few secondary schools have separate service rooms, as only 4% rural government schools have NCC/ACC/Scout room, and separate species store room is available in only 7% schools. This situation is little better in urban schools, as evident from table 32. Further, assembly halls are available in only 10% secondary schools, while this percentage is 75 in hig or secondary schools (table 33).

Among the 157 secondary relocals, girls are being admitted in 108 schools and only 36(31%) of these have a separate girls common room, while the 5 higher secondary schools admitting girls only 3 have separate girls common room as evident from table 34. Further only two higher secondary schools have reported having provision of teaching 'Vocational Education' and both have laboratory for the purpose, of which it is of adequate size in one schools (table 35).

Drinking Water & Toilet Facility in School Buildings:

2.8.1 All the secondary as well higher secondary
schools (except 4 secondary schools-2 each in rural
and urban areas) have drinking water facility in them.

Hand pumps and wells are the main sources of water in
majority of schools while runring water taps are also
available ax xx in few schools (Table 36). In only 36%
secondary schools more than one source of water is
available and this percentage is 63 in higher secondary
schools.

2.8.2 Among the 157 secondary schools 88(56%) do not have proper toilet facility in them while one out of 8 higher secondary schools which is who uchan government school also tall in this dategory. As per type of schools, 31% boys, 90% girls and 46% considerational secondary schools have proper toilet facility in them (table 37). In totality, 46% schools i.e. 76 out of 165 covered under the study, have proper toilet facility of which 80% have within the school buildings while remaining 20% have the facility outside their buildings, but within a walking distance of 50 metres respectively as is evident from table 38.

2.9 Playground, Canteen and Cycle Stand Ficulity in Schools: 2.9.1 Playground in Schools:

areas have playground facility in them. Among the rural schools having the facility, 67% have the same within the campus while this percentage is 81 in urban schools. Further, all the 8-higher secondary schools have the facility of which 75% have within the campus. Among the 101 schools having facility within the campus, 89(86%) have 2000 sq. mtrs. or more area in each while this percentage in 95 in the schools with facility out side their campus as evident from table 39. As regards covered area for indoor games, higher only 6% secondary and 38%/secondary achools have the facility (table 40).

2.9.2 Canteen and Cycle Stand Facility in Schools:

Only 7(4.4%) secondary schools have canteen faculaty in their campus, of which it is a permanent

Among 8 higher secondary schools, the facility is evaluable in 2 schools only, being at terminent natural one and temperary in other (table 41).

As regards cycle stand facility in schools, it is observed that only 11(7%) secondary and 1(12.5%) higher secondary school have the facility (table 41).

Thus it is concluded that majority of schools do not have centeen and cycle stand facility with them.

2,10 Hostel Facility in Schools:

In rural area among the secondary schools only 18.7% government and both (100%) the private schools have nostel facility in them and all these nostel buildings are owned by the schools. Further in 5(17%) government school hostels more students than the capacity are residing. In urban, 7 secondar schools (24%) have hostels and in only one of these more students than the appacity are residing. Of the 8 nigher secondary schools, the only one in fural do not have the facility while 5 out of 7 of urban secondary schools have hostels and these buildings are also owned by the schools. Among these 5 hostels, wore students than the capacity are residing in only two (table 42). Thus it is concluded that hostel facility is better in urban schools ascompared to rural ones, which is obvious.

2.11 Maintenance of School Buildings:

2.11.1 68% of the secondary schools have provision of periodical maintenance of buildings and for this purpose 36% of these schools charge some fees from

the students as evident from table 43. Further, 62.5% higher secondary schools have this provision of periodical maintenance of their buildings.

2.12 hain findings and recommendations:

- najority of schools are run by government and possess enough land but the ner child covered area is very less. Efforts should be made by the State Government to provide allitional accompdation in schools, as per their need.
- wherever, persible, pucks boundaries may be constructed in urban schools, particularly in girls and co-educational ones. Alternatively, some provision like growing nedge or barbed wirds may be fixed.
- the campuse do not have drainage system and are not property levelled, efforts should be made to improve the condition so that water does not stagnate during rainy season, which may creat health problems.
 - 1v) 52% schools are munning in thached and/or Kachcha buildings. State Government should allocate more funds for construction of succe buildings in these schools in a shased manner.
 - v) Among the schools not having bucca buildings, 56% have rooms with 'Kachcha' floors, which is not at all expected in Secondary/Higher Secondary Schools. The work of providing putea floors in these school should be given proper attention and priority.
 - v1) In schools where natural lights are inadequate and artificial lights have not been provided, efforts

- should be made to provide actioncal right.
- Wherever the electrick fittings and firtures are not in satisfactory/working condition, these should be replaced immediately to avoid risk.
- The condition of Science interstories increver everything and to availability of running vator, electricationary and other necessary equipments for performants in schools without laboratories, provision should be made of atleast one-combined laboratories.
- vill) Separate subject rooms are available in very negligible number of schools. The situation needs special attention of the government.
 - 77% rural and 62% urban government secondary schools are without a cenarate library rooms. Special attention should be paid to provide one separate library in all schools.
 - x) Service rooms are available in very few schools.
 - xi) Drinking water facility should be provided in schools where it does not exist.
 - A good number of schools do not have proper toilet facility. This problem should get immediate attention of the concerned authorities especially in girls schools.
 - X111) Very limited number of schools have cycle stand.

 The situation require improvement.
 - made a permanent feature in all the schools.
 - A good number of school buildings are affected by dampness in walls, roofs and floors. A large portion (75%) of secondary and higher secondary schools have leakage in rooms to the extent of more than 50% rooms in some of them, are affected by leakage. The state government should provide funds to improve this situation.

MINAULAN E. MUNI

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As por roughly all India industrial survey there ners 526 secondary achors and 32 hagier regardary schools in the state. Two districts windr and solutions selected for the purpose of this study and in all 50 achials were cover id from these two districts. Districtures number of selected schools were 30 and 19, respectively. Among those 52 schools 39 were secondary and 10 were hi wer secondary schools as evident from Table 1. All these schools were government schools encept one private under secondary school. Amon, 39 secondary schools 32 (821.) were in rural are-s and 7(18%) were in urban areas, while among 13 higher secondary schools 7 (54,0) were in rural areas and 6 (46.) were in urban areas. In subsequent partgrapus octorts have been made to examine the versous aspects of school buildings in secondary and higher secondary schools.

Land Campus area in schools

Campus Area:

Of the 39 secondary schools 10,, 31,, 25%, 23% and 10% have less than 1000 sq. mtrs., 1001 to 5000 sq. mtrs., 5001 to 10,000 sq. mtrs., 10001 to 20000 sq. mtrs. and above 20,000 sq. mtrs. land with them, respectively, as per Table 2. The corresponding percentages among 13 higher secondary schools are 0,23,8,46 and 23, respectively. It will be worthwhile to note 67% of the secondary schools and 31% of the higher secondary schools have even less than 10000 sq. mtrs. land with them which is much less than the norms laid down by Kendriya Vidyalaya Sangthan and Planning Commission.

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sufficient land with them, per child evaluating of land is also on the lower and a. Among 39 secondary schools 13%, 5%, 39%, 10% and 35% have per child available land less than 2 sq. atres., 2.01 to 5.00 sq. atres., 5.01 to 15.00 sq. atres., 15.01 to 25.00 sq. atres. and above 25 sq. atres., respectively, as per foole? The corresponding percent as among 13 higher secondary schools are 3,8, 4%, 25 and 15, respectively. Even I om the point of view of per child availability of land, \$\$\footnote{1}\$ secondary schools and 62, higher secondary schools have per child available land less than 15 sq. atra., which is much loss than the norms laid down by avis and Planding Commission.

3.2.2 Covered Area in Schools

have loss than 25%, 25 to loss than 50%, 50% to loss than 75% and above 75% covered area on ground floor against total area available in schools as evident from Table 4. Among 13 higher secondary schools corresponding percentages, respectively, are 60, 15, 8 and 3. It may be seen that 18% of the secondary schools and 31% of the higher secondary schools have constructed buildings on more than 25% of the total land with them and thus leaving less area for out-door activities.

As regards class-rooms' per child covered ar a 28%, 54%, 15% and 3% secondary schools have less than 0.50 sq. o.50 telestem/ones. No. 100 telestem/ones with them as per table 5. The corresponding

percentages for 13 higher secondary schools are, respectively, 3,61,23 and 8. As per also norms the per cuite covered area in the middle and higher secondary class-man should be 1.25 eq. atra. It may be observed that 82% of the secondary schools and 59% of the higher secondary schools have class-cooks per entil covered at a zero loss than 1.00 eq. mtrs.

.. 2.3 School Bounda nes

The condition of boundary wells in schools is not satisfactory as 18, of the schools have no demogration of boundaries at all, only 15, have pucke complied wall on all sides, the live partly pucke well/barbed wire and/or hed o on all sides, while 25% have few sides uncovered and 13, as schools are totally uncovered though their boundaries have been demograted as evident from Table 6.

3.3 Approach Roads, Internal Leveling and Drainne System in Schools

77% of the secondary schools and 92% of the higher secondary schools have netalled approach roads to their compuses. 15% secondary schools and 8% higher secondary schools have unnetalled approach roads where water starnated during the rainy season and in 3% secondary schools water magnature during the rainy season and in 3% secondary schools water magnature during the rainy season though the opproach roads are unmetalled as per Table 7. Since the schools covered under the study are in the hilly terrain, the aspects of internal liveling and adequate drainage system are not applicable to them.

3.4 School site and their Catchment was

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85% of the schools in rural areas and 67% of the schools in urban areas are free from heavy traffic. 70% of the rural and 69% of the urban schools are free from notes, environment. Further 85% or the schools are tree from notions industries. All the schools elect two rural schools are properly located in relation to community as evident from Table 8.

82% of the secondary schools and 35% of the nighter secondary schools are having sufficient space for morning assembly as per Table 7. All the secondary and nighter secondary schools are running in one campus. In 64, of the secondary and 69% of the higher secondary schools campus has been developed in a planned names.

5.5 Construction details of school wall at 1.3

3.5.1 Typo of Bullding in Jone da

Among 39 secondary schools 69, have pucks building and 31% have thatched huts/kachcha building. All the thirteen higher secondary schools have pucks building as evident from Table 10. Among 40 schools with pucks buildings 32% schools have the buildings constructed prior to 1961 as per Table 11.

3.5.2Expansion Potential in School Buildings

Among 40 schools with pucka buildings 60% schools have both extra land for construction as well as potentiality of construction on upper storey, 38% schools have either extra land for construction or potentiality of construction on upper storey and remaining 2% schools have neither extra land for construction nor potentiality of construction on upper storey as evident from Table 12.

3.5.3 Material used in Johnni Building

Of the 40 schools with pucks buildings 20% schools have reported that their washs walls have been made of brick and in the remaining 72% walls are made of stone.

Comming to roofs 50%, 2%, 5%, 30% and 1%, schools have mentioned that their roofs have been made of a.c.c., reinforced brick, stone, wood—and any other material respectively. In 12% of the schools thorn have/made of brick and in the remaining 38% they are made of ordinary cerent concrete as per Pable 1%.

that all the schools have white-with/colour except one secondary school which has dry destemper. 35% of the schools have white-wash/colour externally also as evident from table 14. In more than 95% of the schools frames and shutters of doors and windows have been made of wood as per Table 15. Further 28% and 50% schools have fully glazed shutters of doors and windows, respectively, while in 60% and 62%/these are made partly of Slass and partly of wood. Only 12% and 3% schools have fully parnotled shutters of doors and windows, respectively, as evident from Table 16.

There are 12 government secondary schools in Aachcha buildings, thatched huts. Of there 12 schools 7 have walls made of brick/stone, 4 schools have walls made of mud and one school has walls made of any other material.

As regards roofs 8 schools have roofs made of the sheets, 2 schools have wooden roofs and 2 schools have thatched roofs. On coming to fleers 5 schools have kachcha floors and 7 have floors made of brick.

5.5.4 Light, Ventilation and other fittings in Jewels

Among 52 schools 77, have adequate entire all lights and only 25, have arequate artificial if juta. There are 10, schools which have neither adequate lighter if it into more adriquate applificant in his. In 19, of the schools would not the rooms are not properly ventilated as are fools 13. Further 80% of the schools have bleet begreen free area for sun-light se evident from lebte 19. Only oly have adequate electrocal fittings and instance and in only 25% schools the condition of fittings and fidures is unitariatory.

3.6 Ownership, Original Jurunia, and Acequacy of Jehnol Daridings

3.6.1 Ownership of School Juilary:

77% of the schools have their own building entired by way of construction or by dometion and 10% schools are runaing in rented or partly owned and partly rented buildings while another 13% schools are runaing in root tree or partly owned and partly rent are buildings as per Table 20.

3.6.2 Optornal purpose of Construction of Buildings

In 86% of the schools the builting was constructed originally for a school and in 10% schools it was constructed for residential purpose and in 4% schools it was constructed for police station/horses place of king was evident from Table 21. As regards regular use of school accommodation for purposes other than teaching it is observed that in one government school it is being used for running adult education centre/lamily welfare camps as per fable 23.

3.6.3 adequacy of Class-mous in John 1 Juil 114 3

classerones white 19; have shorters of 1-2 rooms, 15; navo surrence of 5-4 rooms, 15; navo surrence of 5-4 rooms, 15; navo shorts, and 5-6 rooms and 5, have shorts; of more from 10 rooms as evident from fruits 24. In result, sources for additional construction is subject to additional construction is subject to several and appropriate of 12, several and per jetting contributions from the community and it are entired for rooms the students and 5, have other source, as per Table 25.

J. 7 Course Labor thories, Subject rooms and a there Accommodation in deboots

2.7.1 Derance paporatories in pecondary new ors

Of the 39 secondary sensol: 26, do not have any science laboratory and the remediating 74, schools have only one combined science labor tory as per Tables 26 a 27. According to school outhorities 24 of the laboratories have adquate space in them. However, only 14% laboratornes have its area more than 67.62 sq. mtro. prescribed by Mys. Further 10% of the laboratories have store-employmention room that too with inadequate space. None of the Laboratories has dark/balance/museum room. As regardo different facilities in science inbergtories it is abserved that out of 29 schools where science Aaboratories exact, only 51. schools have adequate running water taps, 45% schools have adequate electrical fittings and 34% have adequate fittings and mixtures in the Laboratories for performing experiencents on evident from Table 28. Further among 36 secondary schools/girls are admitted only one school has home science Laboratory that too with inadequate space as per Table 34.

2.7.2 Boroled Papora feeton in Higher heconomy Johnsts

Among 13 higher secondary schools 3 have one Laboratory, 2 schools have 2 laboratories and 3 seconds have three inboritories. Lecochia to admind association 41% of the Labor to his hove ade note space in these. Towever, only 34, laboratories have about a more than 67.62 bg. mtm. proserroid by . V. . Anchier 16, or the The ur pur mout uniteralist have some some and ru oul. 6,1 Imboratories the space is more as the Laboratories has derr/belarce/rusem room. Cf ine i. title dernater design policy schools, those octaves laboratories estate 62% semonis have adequate running was r top and adequate fittings and fixtures and 97, have odeem, to electrical filtungs and fixtures in the laboratories for performing experiments. Or the 11 hagher becondary schools, wasne art. are admitted, only one school has home science igenr dory that too in the insdemate space.

5.7.5 Jubicot hooms in schools

room with adequate space, 5. schools have art/drawing room with adequate space and 3. schools with inadequate space and 5. schools have work experiment/craft room with adequate space as per table 29. Of the 17 higher secondary schools only one school has science lecture room that too with inadequate space, 5 schools have art/drawing room with adequate space, one school has activity/nucle room with adequate space, one schools with inadequate space and 2 schools with inadequate space, 5 schools have work experience, craft room.

It is very clear that separate subject rooms are available in negligible number of schools. Necessary effort need to be made to provide separate subject-rooms in higher secondary schools as well as in secondary schools, wherever accordance possible.

3.7.4 Other Accommodation in Schools

33% of the secondary and 92% of the higher secondary schools have selarate library room at per bable 30. for veronly 21, secondary and 31; higher secondary schools have adequate space in the library room. As request admit a store tive spaces 64% of the secondary and 92, of the micher secondary schools have separate room for the readmestery Principal, the remaining senants have combined room for principal and the Office and in most of whem the space is inadequate. Mone of the secondary or higher secondary schools has Vice-Principal's room, 49, of the secondary and 60% of the higher secondary achoels have stail common room but in majority of them the space is net adequate, Physical Education feacher room is available In only 21% secondary and 70% hather secondary schools bus in majority of them the space is in adequate. Only two hagher secondary schools have visitors room and that too with inadequate space. 62% of the secondary and 77% of the higher secondary schools have general store room and in most of them its space is not adequate as evident trom Table 31.

secondary and 92% of the higher secondary schools have MCC/ACC/Scout room as per table 32. Only one secondary and two higher secondary schools have medical/first-ald room Book store room in available in only two secondary and six higher secondary schools. 36% of the secondary and 46% of the higher secondary schools have games and sports store room it has been observed that in majority of the schools the space in the services and support tooms is not adequate.

As regards and tadry where noty on over your four higher secondary schools have assembly half on per Table 35. Home of the accondary or higher second ry schools has hobbing club room, suddivinal room, school muscum or boys common room.

2.8 Drinking water, Toilet racility to actual Buildings

3.8.1 Drinbing water Jacility :

All the secondary and higher accordary schools except one rural government secondary school have drinking water facility. 87% of the schools have running where taps and 8% schools have more than one source of drinking water. However, in 10% schools drinking water is brown that from outside and stored in pots/tanks as evident from Table 36.

3.8.2 Toilet feeility

69% of the secondary (compressing one boys, 2 girls and 24 coeducational) and 46% of the nigher secondary (comprising 2 boys and 4 coeducational) schools do not have proper toilet facility as per table 37. Further it is observed that in almost all the schools where this facility exists it is available with in the building as evident from Table 38.

3.9 Playground, Canteen and cyclc-stand Facility in Jehools

3.9.1 Play fround in pehools:

Of the 52 schools 79% have playground facility (65%) within campus and 14% out side the campus) as per Table 39. As regards covered space for indoor games none of the school has this facility.

3.9.2 Control and Cycle-stand Pacifity in schools:

None of the secondary schools has a permanent or temporary canteen, while among 15 majher secondary behaves 3 have permanent canteen in the building and 3 have temporary canteen in the comput. As rejet to eyel a stand in the campus only one secondary and one higher secondary school have this facility.

3.10 Hostel facility in schools

of the 39 secondary schools only 5 (15,) are having their own hostel building with a capacity up to 10 students. Among 15 higher secondary schools 5 are naving the nostel facility with a capacity up to 10 students and out of those 3 schools 2 are having their own hostel buildings

3.11 Maintonauce of School Buildings

3.11.1Pariodical Mointenance of School Buildings and Sources of Funds

Among 52 schools 85% are having periodical maintenance of school buildings. In majority of the schools funds are provided for maintenance of school buildings by respective managements. However, 70% schools have reported about changing the from students also as per Table 43.

3.11.2Dampness in School Buildings

As regards general condition of school buildings it is observed that 46% schools are affected by dampness as per table 44. Further 50% schools are affected by leakage from roofs.

3.11.3 Condition of Doors and Windows and Lockability of School Buildings

Doors and windows of 88% schools are pointed as evident from Table 46. Further doors of 90% schools and

windows of 71% schools are in working order as reported by school authoraties. 38% of the schools have include buildings.

having damprose in walls, roofs and made to improve the building having damprose in walls, roofs and made to stop the least o from roofs in the directed schools. The condition of doors and windows should also be improved to make them in working order in the diffected schools.

3.12 Main Findin s and accommendations

- i) Majority of the schools do not have mough tond with them and also per child availability of alod is on the lower side. Further in majority of the schools class-rooms per child covered grea of the makeria is less than the horns laid down by how. Wifer to should be made to provide required additional land and accommodation in the needy schools.
- not satisfactory as 13% of the schools have no demarcation or boundaries at all and in another 13% schools boundaries are totally uncovered. Affortally should be made for demarcation of school boundaries and construction of pucks boundary walls especially in girls and co-educational schools.
- iii) Efforts should be made to provide metalled approach roads to the campuses of the schools where water stagnates during the rainy season.
- iv) Efforts should be made to provide permanent structure in 25%, secondary in 25% schools which do not have pucka buildings.

- v) 10% of the schools have notwee gasquate natural lights nor adequate artificial lights, efforts should be made to provide artificial lights in the needy schools.
- ore not property ventilated. Efforts need to be made to provide necessary ventilation facilities in these schools.
- Vit) Majority of the schools do not have adequate objectiful fittings and filture and also the condition of fittings and lixtures is not satisfactor; afforts should be made to improve the condition of akeswisks electrical fittings and lixtures in the aliested schools.
- viii) 19% of the schools have shortage of 1-2 class-rooms, 15% schools have shortage of 3-4 class-rooms and a another 21% have shortage of more than four class-room Efforts should be made to provide needed class-rooms in the concerned schools.
- 26% of the secondary schools do not have any schemen laboratory at all. Efforts should be made to provide at least one combined science laboratory in these schools. Further adequate running water taps and necessary fittings and fixtures should be provided in the laboratories for performing experiments.
- x) Separate subject-rooms are available in neglicible number of schools. Efforts need to be made to provide separate subject-rooms particularly in higher secondary schools for imparting instructions in better anxemments environment.

- Is brary room. Afforts should be made to provide superate library room in the concerned schools.
- str.) Majority of the schools on not services/support spaces. Ancillary spaces are available in negligative number of schools. Sitorts should be made to provide these spaces in the schools. Cirls common-room should be provided to the needy schools.
- will) 69% of the secondary and 45% of the higher secondary schools do not have proper toilet incell ty which is a alarming satuation. Efforts need to be made to provide proper toilet applicational schools.
- 21% of the schools do not have playground facility.

 Efforts should be made by the respective mana suntuto provide playgrounds in the concerned schools.
- None of the secondary schools has a permanent or temporary canteon. Miorts need to be made to provide a canteen in the schools.
- About 50% of the schools are affected by dampaers in walls, roofs and floors. Also pod number of schools are affected by leakage from roofs. Further doors of 10% schools and windows of 29% schools are not in working order. Efforts need to be made by the concerned authorities to remove these defects by providing better maintenance services.

CHAPTER - 4

KARNATAKA

4.1 Schools in the Sample

Geographically, the state has been divided into four parts viz, Coastal & Ghat, Eastern Inland, Southern Inland and Northen inland and giving due representation, one district from each of these parts - Uttar Kannad, Chimanglur, Lysore and Bellary respectively, was selected. In all 182 schools were selected from the state gram giving due representation to area, type and managements of the schools, and this number was 49, 35, 64 and 34 from above districts respectively. Of these schools, 135(74%) were high/Secondary and 47(26%) higher secondary, and 113(62%) belong to rural areas while remaining 69(38%) belong to urban. Among the 135 high schools, 47(35%) were Government Schools and 88(65%) Privately managed while this percentage was 70 and 30 in higher secondary schools. Further 3%, 2% and 95% schools were boys, girls coeducational schools in rural while this percentage was 22, 35 and 43 in urban, respectively, (table 1).

Among High/Secondary schools, a good number of schools are private hence efforts have been made to compare the facilities in Government (including local body) and Private (Aided as well Frivate Unaided) schools on one end, and between rural and urban schools on the other, in the following paragraphs.

4,2 Land and Covered Area in Schools

4.2.1 Campus Areas

(a) High/Secondary Schools:

Among the rural government schools, 12%, 21%, 15%, 29% and 23% schools have less than 1000 sq. mtrs., 1001 to 5000 sq. mtrs., 5001 to 10000 sq. mtrs.

10001 to 20000 sq. mtrs. and 20001to 50000 sq. mtrs.

1and with them while this percentage in private schools is 12, 12, 5, 28 and 42 respectively. As regards urban government schools, 38% 15%, 8% and 31% have less than 1000 sq. mtrs., 1001 to 5000, 5001 to 10000 and 10001 to 20000 sq. mtrs. land and the reamining one school (8%) have above 50000 sq. mtrs.

1and respectively, with them. Among the urban private schools 26%, 19%, 13%, 10%, 26% and 6% have less than 1000, 1001 to 5000, 5001 to 10000, 10001 to 20,000, 20001 to 50000 and above 50000 sq. mtrs. land respectively with them.

Thus it can be concluded that most of the secondary schools have enough land with them but it is also observed that private schools both in rural as well urban areas are better placed than government schools in this regard.

(b) Higher Secondary Schools:

As regards rural government schools, it is observed that 6%, 18%, 25%, 13%, and 19% schools have less than 1000 sq. mtrs., 1001 to 5000 sq. mtrs. 5001 to 1000 sq. mtrs., 10001 to 20000 sq. mtrs., 20001 to 50000 sq. mtrs. and above 50000 sq. mtrs. land with

them. Further, in rural private schools, 17% schools each have less than 1000 sq. mtrs. and between 1001 to 5000 sq. mtrs. land respectively. while 50% and 16% schools respectively have 10001 to 20000 and 20001 to 50000 sq. mtrs. land with them. Among the urban government schools 12%, 18% 23%, 23%, 18% and 6% schools respectively have less than 1000, 1001 to 5000, 5001 to 10000, 10001 to 20000, 20001 to 50000 and above 50000 sq. mtrs. land with them. As regards urban private schools it is observed that 12% schools each have less than 1000, 1001 to 5000 and 5001 to 10000 sq. mtrs. land with them respectively. While 25% schools have 10001 to 20000 and remaining 38% schools have between 20001 to 50000 sq, mtrs, land with them, as evident from table2. Thus it is concluded that a large number of higher Secondary schools have enough. land with them and government schools, both in rural as well urban areas are better placed than private schools in this regard:

among secondary schools, private schools are better placed than government schools with regard to availability of land with them, but among higher secondary schools it is just opposite as government schools are better than private schools.

As there is enough land in majority of schools, per child availability of land is also en higher side as 76% and 81% government and private secondary schools of rural have more than 25 sq. mtrs. land per child with them, but this percentage in urban

schools is only 23 and 45 respectively. As regards rural higher secondary schools, 63% and 83% government and private schools respectively have 25 sq. mtrs. or more land per child with them while this percentage in urban schools is 29 and 50 only. Thus it can be concluded that majority of secondary and higher secondary schools of rural area have enough per child land comparatively to such urban schools. This is due to the fact that there is scarcity of land in urban areas, which is obvious, as per table 3.

4. 2. 2 Covered Area in Schools:

(a) High/Secondary Schools: Although a large number of schools have enough land with them, but they lack from covered area point of view, as in rural area 74%, 16% and 10% schools have less than 25%, 25 to less than 50% and 75% and above covered area on ground floor respectively with them. The corresponding percentages in urban schools are 73, 13, 7 respectively, and the remaining 7% schools have between 50% to less than 75% covered area on ground floor. Thus it is concluded that from covered area point of view, there is no much difference in rural and urban schools (table 4).

As regards per child covered area in rural schools, it is observed that 27%, 31%, 16% and 25% schools have less than 0.50 sq. mtrs., between 0.50 to less than 1.00 sq. mtrs., 1.00 to less than 1.50 sq. mtrs. and above area respectively with them. The position of schools in urban areas is

more or less same as rural schools in this regard, as the corresponding percentages under above categories of per child covered area in urban schools is 25, 34, 25 and 16 respectively, table 5.

(b) Higher Secondary Schools: Among such rural schools, 68% 9%, 14% and 9% have less than 25%, 25 to less than 50%, 50% to less than 75% and 75% and above, covered area on fround floor, respectively with them. The situation is little better in urban schools as the corresponding percentages are 56, 32, 8 and 4 respectively as is evident from table 4.

rural schools have between 0.50 to less than 1.00 sq.
mtrs., 1.00 to less than 1.50 sq. mtrs. and 1.50 sq.
mtrs. and above per child area with them, while the
corresponding percentages in urban schools are 20, 24
and 36: and the remaining 20% schools have less than
0.50 sq. mtrs. per child area with them (table 5).
Thus it can be concluded that though majority of
secondary and higher secondary schools have enough
land with them, but they have very limited constructed
area. Therefore, it is necessary for the concerned
authorities to arrange additional funds for required
construction in schools.

4.2.3 School Boundaries:

(a) Secondary Schools: The condition of boundaries in rural schools is not at all satisfactory as in 36% schools there is no demarcation of boundaries at all.

Further, only 10% schools have pucka walls on all sides and 14% achools each have their boundaries covered by barbed wire and/or hedge on all sides, and partly pucka wall on tew sides and barbed wire and/or hedge in remaining sides of their boundaries respectively. Another 11% schools have few sides covered by pucha wall, hedge/barbed wires and few sides uncovered and in remaining 15% schools though boundaries have been demarcated but they are totally uncovered. The private schools are little better than government schools with regard to school boundaries, as evident from table 6.

(b) <u>Higher Secondary Schools:</u>

Among such rural government schools, 25% schools do not have any demarcation of their boundaries while this percentage is17 in private schools. Same are the percentages in government and private schools having pucka boundary walls on all sides while another 6% government and 17% private schools have their all sides covered by barbed wire fencing or hedge. Further, in 12% and 31% government schools, only few sides are covered and all sides are totally uncovered respectively, while this percentage is 17 and 32 in private schools. As regards urban schools ft is observed that their is no democration of boundaries in 30% government and 25% private schools. Further, 17% government and 25% private schools have pucka boundaries on all sides. Among the remaining government schools 23% have barbed wire fencing/hedge in all sides, 6% have only few sides covered and in remaining 23% schools though demarcation has been

done but all sides are uncovered. Further, 13% private schools have few dides open and 37% have demarcated but totally uncovered boundaries, (Table 6).

Thus it can be concluded that condition of school boundaries in rural & urban, and in government and private secondary as well higher secondary schools is more or less same, and is not in satisfactory position.

- 4.3 Approach Roads, Internal levelling and Drainage
 System in Schools:
- Approach Roads: As regardsapproach roads to schools, 1,3,1 it is found that 62% rural secondary government and 47% such private schools have metalled approach roads to their compuses. Further of the 38% government schools with unmettaled approach roads water stagnates in 32% schools and does not stagnate in 6% schools while this corresponding percentage in private schools is 18 and 35 respectively which indicates that rural secondary private schools are better than government schools in this respect. About urban secondary schools, it is observed that 85% and 81% government and private schools have metalled approach roads to their campuses and the remaining 15% & 19% schools have unmetalled approach roads and water stagnates on these roads during rainy season.

Among rural higher secondary schools it is found that only 19% government schools do not have mettalled approach roads and water stagnates on these roads. The remaining rural government schools (81%) and all rural private, urban government and

urban private schools have metalled approach roads to their campuses.

Thus is can be concluded that higher secondary schools are better than secondary schools as regards to approach roads leading to school camouses, and efforts should be made to provide metalled approach roads especially in schools where water stagnates during rainy season.

- 4.3.2 Internal Levelling and Drainage System in Schools:
 - Secondary Schools: In rural, 71% and 51% government and private schools respectively do not have their campuses properly levelled and also they do not have proper drainage system while this percentage in urban schools in 69 and 23 respectively. Further, it is observed that among the rural schools without proper drainage system, in 50% government and 28% private schools water stagnates in their campuses during rainy season while the corresponding percentages in urban schools are 33 and 40 respectively. This indicates that urban private secondary schools are better than other secondary schools with regard to properly levelled campuses in schools with adequate drainage system.

Efforts should be made to develop the campuses of rural schools of both the management and of urban government schools properly with adequate drainage system.

(b) Higher Secondary Schools: The condition of rural higher secondary schools is also similar as 75% government and 66% private schools possess unlevelled campuses with inadequate drainage system. The urban higher secondary schools are better placed

to some extend as 35% government and 37% private schools lack the above facility with rejard to their campuses (Table 7).

Thus it is observed that a good number of secondary as well higher secondary schools, both of rural and urban areas, do not have properly levelted campuses and lack in adequate drainage system too.

Necessary efforts should be made to improve the condition of school campuses.

4.4 School Site and Their Catchment Areas

parts in urban from environment point of view. This is evident from the fact that 81%, 79% and 76% rural schools are free from heavy traftic, noisy environment and noxious pollutants from adjoining industries while these percentages are 68, 67 and 71 in urban schools respectively.

As regards location of schools with relation to community, urban schools are better than rural schools as 96% of the former are properly located while this percentage is 85 in the latter, as evident from table 8.

(b) Majority of secondary and higher secondary schools in rural as well urban areas have sufficient space with them for morning assembly. Further 91% secondary schools are running in one campus and 77% have properly developed campuses with them, while the corresponding percentages in higher secondary schools are 96 and 66 respectively. Thus it is concluded that there is not much of difference in

secondary and higher secondary schools as regards their having properly developed campuses, table 9.

4.5 Construction Details of School Buildings:

4.5.1 Type of Building in Schools:

Among the rural secondary schools 85% and 82% government and private schools have pucha buildings with them while the corresponding percentages are 69 and 90 in urban schools respectively. In total 84% rural secondary schools are running in pucka buildings. Also two secondary schools, one rural private and other urban government have been snown running in open space, as jer table 10. In tact these schools do not have their own buildings and are running in buildings of other schools in shifts, hence have been snown by the State as working in 'Open space.' Further all the higher secondary schools of rural and urban areas belonging to government and private managements have pucka buildings with them (height one rural (6%) and two urban (12%) government schools. Thus 94% higher secondary schools are running in pucka buildings, table 10.

Further it is observed that about 50% secondary school buildings were constructed up to 1970 while this percentage is 75 among the higher secondary school buildings (table 11).

4.5.2 Expansion Putential in School Buildings:

Among the 97 rural schools having pucka buildings,
41%(42%) schools have both extra land and potentiality
of construction on upper storey and remaining schools
possess extra land for construction but without

Further, of the 60 urban schools have pucha buildings, 57% have both the above facility for additional construction while in remaining 43%, land is available but construction on upper storey is not possible, table 12. Thus it can re-concluded that from additional construction point of view, schools in rural as well of urban areas have more or less same facilities with them.

4.5.3 Material used in School Buildings:

Among the 113 secondary schools with pucka buildings, in 93% schools the walls have been made of bricks and/or stone, while in 2% schools walls are of wood and in remaining 5% schools some other material has been used. In 91%, 2% and 7% higher secondary schools the walls have been made of bricks and/or stone, of wood and of some other material, respectively.

As regards roofs of these buildings, &0%, 12%, 4% and 13% schools have reported that roofs of the rooms have been made of R.C.C., Reinforced bricks, stones and of wood, while in remaining 31% schools some 'other material' has been used, which is a diversion from traditional ways of construction. Further 1%, 2%, 78% and 1% schools have reported that the floors of rooms are made of wood, bricks, ordinary cement concrete and mosaic/terrazo (with chips) respectively, while in remaining 18% schools the floors of rooms are made of some 'other material'.

Of the 44 higher secondary schools with pucka

buildings, 73%, 13%, 2% and 7% schools in we reported that wells of rooms have been made of beions, of stones, of wood and of lany other manerals.

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Thus it can an concluded that it quite a good number of schools buildings some diversion has been made from the traditional ways of construction of walls, roofs: and floors of the rooms (table 13), and this is true of both government and private sensols, respectively.

Further looking of the schools from monoming work point of view, it is observed that monomity of schools have white with intermally as well externally, as evident from table 14. Also it is observed that in majority of schools the shutters of from table 14 and of wood only (table 15). Further, 61% and 54% schools may only wooden shutters in doors and windows, while in 15% and 17%

schools these are made partly of glass and partly of wood and in the remaining 24% and 29% schools these are fully made of glass. From the above it is concluded that in a good number of schools glass has also been used in droos and window shutters, table 16, though from maintenance point of view it is costly.

There are only 22 schools running in Kachacha 4.5.4 buildings and/or thached huts of which 19 are secondary schools and 3 higher secondary schools. In majority of secondary school buildings, walls have been made of brick/stone, but mad has also been used in 3 schools. Further of these schools, 42%, 26%, 5%, 16% and 11% have reportedly used clay/managelore tiles, tin sheets, wood, thatched and any other material for the roofs of their rooms respectively. As regards floors of rooms in these schools, 21%, 26% and 53% have reported that the floors are kacheha, made of bricks and of any other material respectively. The three higher secondary schools running in kachcha buildings have walls made of bricks/stone, roofs of tin sheets and floors are kachcha in two schools and made of bricks in the remaining one school as evident from table \$7.

In general, these is not much difference in rural and urban schools as well in secondary and higher schools secondary schools with regard to material used in school buildings, respectively.

4.5.5. Light, Ventilation and Other Fittings in Schools:

Among the secondary schools, 73%, 9%, 7% and 10% have adequate natural lights, inadequate natural lights, adequate artificial lights and both natural and artificial adequate lights respectively in their

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Further 56, seed of y sen of the virg equate electric fittings and rixture in social clare condition. In higher secondary schools thrush there is fittings and rixture in the fittings are relational fittings is starf-etally in only 48% schools, table 18. This rts shows is got of the sen of he virg unsatisfectory condition of fittings to avoid risk, and also to schools without adequate fittings.

- 4.6 Ownership, Ordginal Furpose and idequacy of schools Buildings:
- 4.6.1 Ownership of Buildings: Of the total 182 schools

covered under the study, 61% own their buildings, 22% are running in rented buildings, 11% are running in rent tree buildings and the remaining 6% schools have some parts of their building owned, rented and rent free respectively. Further 44%, 13%, 20% and 16% rural secondary school buildings are owned by construction, owned by donation, rented buildings and rent free buildings while the corresponding percentages among urban secondary schools are 41, 9, 41 and 9. The remaining 7% rural secondary schools have some parts of their buildings owned/rent free/rented. As regards higher secondary schools, 57% 21, 11%, 2%, 6% and 2% schools have their buildings evned by construction, owned by donations, rented, rent free, partly owned & partly rent free, and partly owned and partly rented, respectively. Thus it is concluded that quite a good number of schools in the state are running in rent free, rented and both type of buildings, Efforts should be made to provide buildings to schools running in rented buildings, (table 20.)

4.6.2 Original Furpose of Buildings:

About the purpose for which buildings were constructed but are at present being used by schools, it is observed that only 77% buildings were built for the sheet was that and the residential purpose, 4% were built as Temple/Dharamshala/Religious place, 3% see Panchayat Ghar and the remaining 9% buildings were built for other purposes like Jail, Basic history. Office of municipal Board etc., etc. (Table 21). Further, of the 20 schools running in rent free buildings, 6, 6 and 3 have reported that their

Buildings were originally constructed for religious purpose, private house and choupal/panchoyan house respectively while remaining & buildings were constructed for some other purposes (Table 22).

As regards use of schools buildings for purposes other then teaching, it is observed that 7 buildings are also used by another schools, 1 for Adult/Ion Formal education classes, 1 for panchayat meetings, 4 for religious gatherings, 2 for family welfare camps and 2 for some other purposes, as evident form table 23.

4.6.3 Adequacy of School Buildings:

of the 182 schools covered under the study, 163(90%) have reported that their accomposation is adequate. Further 5 schools require only one room and 3,2 and 1 schools require two, three and four rooms respectively. Another 1,2,3 and 2 schools require 5 to 6, 7 to 8,9 to 10 and more than 10 rooms respectively.

Efforts should be made to provide rooms in schools which require 5 and more rooms at the earliest, and in the remaining schools requiring less than 5 rooms in a phased time schedule (table 24).

Comparing the schools situated in rural and urban areas, it is observed that rural schools are better than urban ones. This may be due to lack of funds and proper space in the urban schools, However, efforts should be made by the respective managements to provide necessary rooms in the schools.

As regarda resources for additional construction in schools, besides Government fund and grants from Management Committee, 17 schools have reported that they

are getting contributions from the community for the purpose and 3 schools are charging fees for the purpose while another 3 schools in we reported 'Any other' source for the purpose, table 25.

- 4.7 Science Laboratories, Subject Rooms and Other Accomodations in Schools
- 4.7.: Laboratories in Secondary Schools: the 91 rural secondary schools, 35 (38%) do not have any laboratory with them. In 56 Schools having the facility there are 59 laboratories in all, as 54 schools have one combined laboratory, one has two and one has three laboratories, respectively. Out of these 59 laboratories, 48 have adequate a ace with them as reported by schools.

According to standard norms or kendriya
Vidyalaya Sanghtan minimum area of a laboratory in
a secondary school should be 67.62 Sq. mtrs. As per
this criteria only 16 (33%) laboratories fullful the
requirement out of total 48 laboratories in the
schools which have adequate space as claimed by
the schools.

Further, of the 44 urban secondary schools,

16(36%) do not have any laboratory, 24 have one, one
has two and three schools have three laboratories in
each of them respectively. Thus there are 35 laboratories as claimed by schools, but only
15 laboratories have 67.72 sq. mtrs. or more area
(table 26). Also it is observed that very few
laboratories have store-cum-preparation/dark/
balance/museum rooms in them, respectively (table 27).

Further of the 123 secondary schools uncre girls are admitted only 2 have home science laboratorses with space inadequate in the of them (table 34).

As regards different facilities in laboratories, it is observed that 71%, 63% and 59% laboratories in rural secondary schools have adequate running water tage, adequate electric fittings and other fittings and fixture for performing experiments, respectively; while the corresponding percentages of laboratories in urban secondary schools are 75, 71 and 71 respectively.

Thus it is concluded that facility-wise, laboratories of urban secondary schools are better than their counterparts in rural schools. Efforts should be made to improve the conditions of laboratories by providing electric fittings and other necessary fixtures especially in laboratories of rural schools (table 28).

4.7.2 <u>Laboratories in Higher Secondary Schools:</u>

Among the 22 rural higher secondary schools, 5(23%) are without any laboratory, 15(68%) schools have one laboratory each and the remaining two schools (9%) have three laboratories each. Thus in 17 schools there are 21 laboratories of which only 11 (5%) have adequate space as per schools, but on 2(10%) of these have .67.62 sq. mtrs. or more area with them. Further, of the 25 urban schools, 3 (12%) to not there are generally in them and three laboratories in each, respectively. Thus in 22 urban schools there are 41 laboratories of which 34 (83%) are of adequate space as reported by schools, but only 11(27%) of these have area of

67.72 sq. mtrs. or more with them, table 26.

Purther of the 41 higher secondar, schools

where girls are admitted none nod a nome science
laborationes (table 34).

About availableity of store-cum-proparation/dark/nalance/nuseum rooms respectively, in the laboratories, it is observed that very rew have the facility (table 27).

As regards different facilities in the laboratories, it is found that 82% laboratories of cural schools have adequate running water taps, electric fittings and other tittings & fixtures for performing ex eriments, while this percentage is 91, 64 and 64 in urban laboratories respectively. Thus it is concluded that laboratories of rural schools are better equipped than their urban counterparts.

(a) Secondary Schools: Ver tew schools have squarale

subject rooms both in rural and urhan areas. This

4. 7.3 Subject Rooms in Schools

schools only 1 has a social studies room with adequate space, 7 schools each have art/drawing (2 with madequate apace) and activity rooms, ______ and 14 schools have work experience/craft rooms with them.

Of the 44 urban schools it is observed that only 3 schools have separate science lecture rooms

(2 with inadequate space), 6 have social studies rooms (3 with inadequate space), 4 have art/drawing rooms (1 with inadequate space), 1 has a activity room of adequate space and 3 have work experience/craft rooms (1 with inadequate space) in them respectively. Further it is observed that of the

123 schools where girls are admitted, only three schools have separate girls common room (table 34).

Higher Secondary Schools: Lite Secondary Schools, (b) very few nigher secon ary schools have separate subject rooms. This is evident from the Each that out of 22 rural schools, social studies room is available in only one school with inadequate space, art/drawing room is available in two schools (1 with inadequate space), activity/music room in 2 schools (1 with inadequate space) and work experience/craft room is available in three schools (1 with inalequate space). Of the 25 urban schools, two schools each have separate science lecture and social studies room with inadequate space in one school each, respectively. Also, only 4 schools have art/drawing room (1 with 3 then introduction for (1 with interest open) inadequate space), and 10 schools have work experience/ craft room (2 with inadequate space), respectively (table 29). Also it is observed that of the 41 schools which are admitteng girls, only 4 have a separate girls common room with them (table 34).

rooms are available in negligible number of secondary and higher secondary schools and necessary efforts should be made to provide such rooms in higher secondary as well secondary schools (where ver possible) for imparting instruction in better environment in the subjects referred to above. Similarly efforts should be made to provide a common room for girls in the schools where girls are admitted.

4.7.4 Other Accemedation in Schools: As regards separate Chrony room in percondary periods, it is observed. that 26% and 32% rural government and private

schools have the facility, while this percentage is 27 and 44 respectively in higher secondary schools. In totality only 55 (30%) school out of 182 have separate room for library and only 40 schools (22%) have these rooms——adequate space. Majority of schools having library rooms have reported that they have seating capacity between 1 to 50 students (table 30).

Further of the 91 rural and 44 urban secondary schools, 44 (48%) and 30(68%) schools have separate room for irincipal/Headmaster respectively. Staff common room is available in 70% rural and 77% urban secondary schools while this percentage is 68 and 88 in higher secondary schools, and a good number of schools have reported that space of these rooms is adequate.

Separate service rooms as Visitors room, Store room, N.C.C./A.C.C./Scout room, etc., are available in very negligible number of secondary schools. The situation is more or less same in righer secondary schools also, as per table 31 & 32. Further, assembly halls are available in only 14% secondary and 21% higher secondary schools while hobby, audio-visual and museum room etc., are available in very negligible number of schools (Table 33). As regards teaching of 'Vocational Education.', one rural and two urban private secondary schools have reported positively out of 182 schools and all the three schools have laboratories/workshops for the purpose, of adequate space, as evident from Table 35.

4.8 Drinking Water and Teilet Facility in Schools Buildings

4.8.1 Among the secondary schools, 86% have the drinking

rural and urban schools separately is 80 and 98 respectively. Further, 79% nigher secondary schools have the facility with them while in rural and urban schools separately this percental is 68 and 88 respectively. In totality 84% schools out of 162 have the facility of drinking water with them. Thus it is observed that urban schools are better them rural schools and necessary efforts should be made to provide drinking water facility in schools without this minimum essential facility. Further, it is found that quite a gled number of schools have more then one source of drinking water with them (table 36).

- As regards toriet facility in secondary schools
 it is observed that 71 (53%) schools out of 135 do
 not have any facility with them while this number is
 13(28%) out of 47 higher secondary schools. Thus
 only 98(54%) schools out of 182 covered under the
 study have the toriet facility with them. As per
 type of schools, 72% boys, 62% girls and 50%
 coeducational schools have toriet facility with
 them (Table 37). Further it is observed that of
 the 98 schools having facility, 62% have the same within
 school buildings, 32% have at a distance of upto
 50 mtrs. and in remaining 6% schools the facility
 is available at a distance of 51 to 200 metrs,
 respectively as evident from table 38.
 - 4.9 Playground, Canteen and cycle stand facility in schools
 4.9.1 Playground in Schools: Among the secondary schools, 93%

and 91% schools of rural and urban schools have playground facility with them and of the schools

having the facility, 82% and 88% respectively have the same vitnin the school campuses. in all 93% secondary schools have playground lacility of which 84% have the tacility within their campus. As regards augmer secondary schools, 95% schools of aural and 92% of urban have the facility with them. About availability of the facility within the camius, it is observed that 81% rural and 87% urban schools have playgrounds within their compuses. There is not much difference between the government and privace schools in this regards. Thus it can be concluded that majority of schools covered under the study have prayground tacility with them and a large number have the same within their campuses, as evident from table 39. Further it is observed that quite a good number of schools have playground of enough area with them respectively. As regards area for indoor games in the schools, it is found that very few (9%) schools have the facility as evident from table 40.

4.9.2 Conteen and Cycle Stand Facility in Schools: Only 4 schools out of 182 have the canteen facility with them of which in only one school it is a permanent structure while remaining three have temporary canteen with them.

As regards cycle stands in schools, it is found that in totality only 15% schools have the facility, with percentages among secondary and higher secondary schools 17 and 7 respectively. Further it is abserved that among secondary schools 9% and 34% schools in rural and urban areas have the facility respectively, while this percentage in higher secondary schools 1 and 8 respectively.

Thus it can be concluded that majority of

schools do not have canteen facility and a good number of schools are without cycle stands fith them, as evident from table 41.

4.10 Hostel Facility in Schools:

- 4.10.1 Among the secondary schools only 21% and 32% rural government and private schools have the hostel facility with them while these percentage, are Zero and 29, respectively in urban schools. About ownership of hostel buildings, it is found that of the schools naving hostel facility, 43% and 61% rural government and private schools own hostel buildings while this percentage is 56 in urban private schools. Among the 34 secondary schools having nostels, in only one hostel belonging to rural private school more students are residing than its capacity, (table 42).
 - 4.10.2 As regards hostels sin higher secondary schools, it is observed that 13%, 17% and 50% rural government, rural private and urban private schools have hostels with them respectively and 50%, 100% and 75% buildings are owned by schools respectively, while none of the urban government school have the facility, as evident from table 42.

4.11 Maintenance of School Buildings

93% schools of rural and urban areas have the provision of periodical maintenance of their buildings respectively while the corresponding percentages in urban schools are 86 and 92. In most of the schools funds are provided for the purpose by their respective managements but a few schools have reported about getting contributions from the community also, table 43.

- 4.11.2 As regards general condition of school buildings, it is observed that only 18% and 16% buildings of rural and urban secondary schools are affected by dempness while in higher sec ndary schools these percentages are 27 and 24 respectively, as per table 44.
- 4.11.3 About leakage from roofs in the buildings it is found that 29% and 39% rural and urban secondary school buildings are affected while the respective percentages are 45 and 35 in higher secondary schools. In totality 35% buildings are affected by leakage from the roofs of rooms and in 57% and 43% of these buildings upto 50%, and 51% and above rooms are effected by leakage, respectively.
- 4.11.4 Doors and windows of 89% and 90% secondary and higher secondary schools buildings are painted while 90% and 85% buildings respectively are lockable from safety point of view.

Further 93% and 86% secondary and higher secondary schools have reported that the doors in their buildings are in proper working condition, while windows are in proper working condition in 98% and 91% schools, respectively.

Thus it is observed that good number of school buildings are properly maintained but efforts should be made to improve the buildings having dampness in their walls, roofs and floors. Also necessary repairs should be made to stop the leakage from roofs in the effected schools.

4.12 Main Findings And Recommendations

i) Majority of schools have enough land with them but per child covered area is very less. The

- respective managements of schools should provide additional constructed area in needy schools.
- ii) The condition of school boundaries both in rural and urban secondary and higher secondary schools is not satisfactory. Efforts should be made to construct puchs boundaries in urban schools, especially in girls and co-educational schools, wherever necessary. Alternatively some other provisions like fixing wires or growing hedge, may be made.
- iii) Metalled a proach roads to school campuses should be provided in needy schools so that water does not stagnate during rainy season which may create health problems. Further in schools having unlevelled campuses and inadequate rainage system offerts should be made to improve the situation at the earliest.
 - iv) Efforts should be made to provide nermanent structure required by 22 secondary and 3 higher secondary schools which do not have pucka buildings.
 - v) Schools with inadequate natural lights should be provide with necessary artificial lights.
 - vi) Efforts should be made to improve the condition of unsatisfactory electric fittings in affected schools at the earliest to avoid risk.
 - vii) Efforts should be made to provide additional rooms in schools requiring more than 5 rooms at the earliest and also in other schools requiring less number of schools in a phased manner.
 - viii) In 32% schools without any laboratory, efforts should be made to provide atleast one combined

laboratory as per requirement of schools. Also home science laboratories are available in very negligible number of schools, and the situation needs special attention of the authorities. Further, necessary fittings and fixtures in laboratories required for performing experiments may be provided, respectively, as per need.

- ix) Separate subject rooms are svailable in very negligible number of schools. Efforts should be made to provide separate subject rooms especially in higher secondary schools to rovide class room instruction in better environment.
- which is an alarming situation. Special attention is required toprespective managements of such schools to make available separate library rooms in the schools as early as possible.
- xi) Service rooms are available in very few schools—situation needs improvement. Also girls common rooms should be provided in the needy schools.
- xii) Drinking water facility should be provided in needy schools at the earliest.
- xiii) 46% schools do not have proper toilet facility in schools, which is a serious situation. Efforts should be made to provide toilet facility at the earliest especially for girls in coeducational and girls schools.
- xiv Cycle stands are not available in majority of school situation require special attention.

an fected by dampmess on valls, roofs and floors. Also good number of schools are affected by leakage from roofs. Special attention is required of the concerned authorities to remove these defects by providing better maintenance services in schools.

Clual' Ek-5

MUDHYM PIC DENH

5.1 benouls in the Sample

Geograph cally the State has wich divided into as a regions Viz. Chatisyarh, Vinuhya, Central, Febra Eletzan, bouth Central, South-western, and worthern and giving due representation one district from each of these regions-Durg, Satna, Senore, Indore, Jahalbur, Hosmaryakao, Gwallor, respectively, was selected. As for Fourth All India Educationa survey there were 2081 higher secondary (old pattern having classes upto AI) schools in the State. In all 140 schools were splectau from the state ofter giving due representation to type, management and area of schools. District-wise number of selected schools was 24, 19, 6, 19, 40, 15 and 17, respectively. As shown in Table 1, analysis has been carried out on the wasis of information received from 135 schools because the filled in questionnaires from the remaining five schools were not received in spire of the efforts made by the Project Incharge in the State. After the Forth All India Educational Survey the State had switched over to 10+2 system of education and 120 schools out of these 135 selected schools were up-graded to higher Secondary schools by introducing class XII in them and 15 schools were reduced to secondary schools by deleting class AI from them.

Of these 15 secondary schools 10 were in rural areas and 5 were in urban areas, while among 120 higher secondary schools 42(35%) were in rural areas and 78 (65%) were in urban areas. Since the number of secondary schools is very small in this sample, our discussion will be mainly

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on nighter secondary schools. Among 42 rural higher secondary schools 32 were government and 10 were privately managed, while in the Aurban higher secondary schools 41 were government and 37 were privately managed schools, here government schools include government as well as local mode, schools and rivate schools include private aided as well as unaided schools. In the subsequent paragraphs efforts have been made to examine the various aspects of school buildings in the rural and urban higher secondary schools.

5.2 Land and Covered Area in the Schols

5.2.1 Campus Area

(a) <u>Secondary Schouls</u>

Among 15 secondary schools 33%, 27%, 13%, 14%, and 13% have less than 1000 Sq. mtrs., 1001 to 5000 Sq. mtrs., 5001 to 10000 Sq. mtrs., 1000; to 20000 Sq. mtrs., and above 20000 Sq. mtrs. land with them, respectively as evident from Table 2.

(b) Higher Secondary Schools

Among 42 rural higher secondary schools 7%, .4,,

19%, 29%, 1)%, and 2% have less than 1000 Sq. nitrs., 1001

[200] t. 2000 my mbi. 20-5/th /creek. q miles and the formal with them,

to 5000 Sq. mtrs., 5001 to 10000 Sq. mtrs., land with them,

respectively. The corresponding percentages among 78 urban

higher secondary schools are 6, 2t, 30, 13, 19 and 6, respectively.

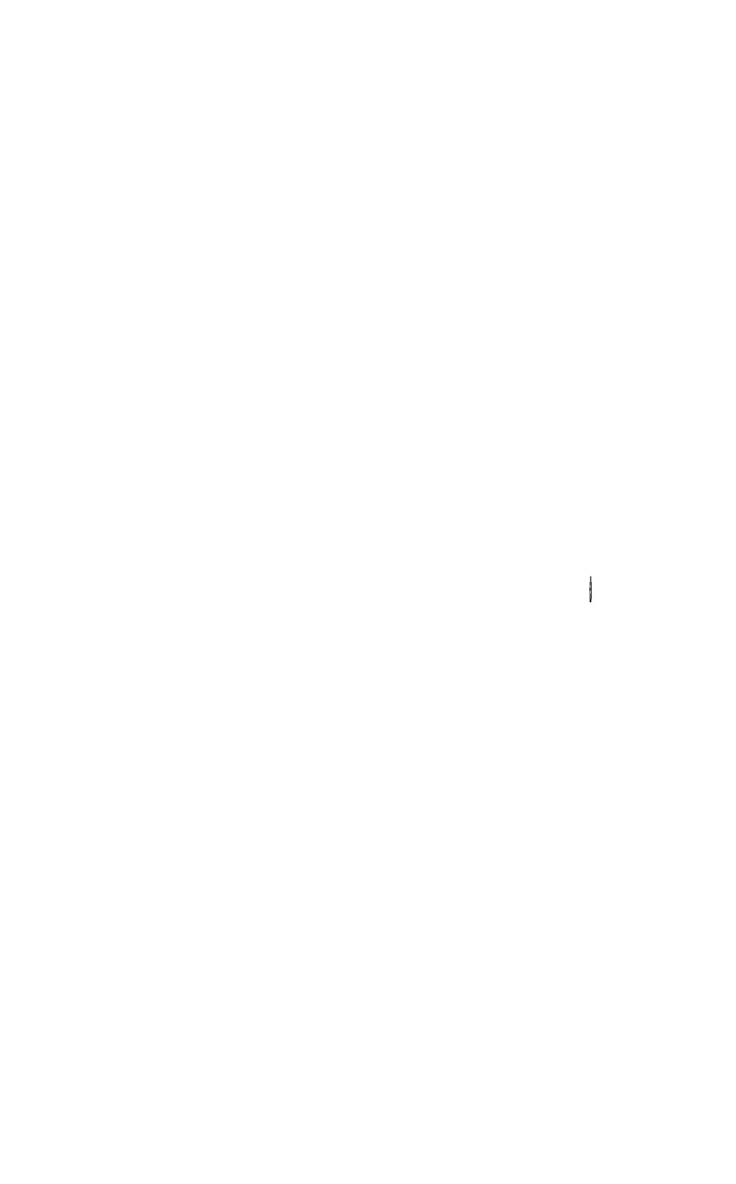
Kendriya Vidyalaya Sangthan has laid down 15 to 20 acres of land requirement for putting up an ideal higher secondary school. The Planning Commission in their report on industrial township also has recommended an area of 7-8 acres of land for a higher secondary school within enrolment of 600. It will be worthwhile to note that in this sample more than 55% of the higher secondary schools have even less than 10,000 Sq. mtrs. land available with them.

Since majority or schools do not have sufficient land with them, per child availability of land is also on lower side. Among 15 secondary schools 7%, 13%, 27%, 7%, and 46% have per child availability of land up to 2 mtrs., 15-01 to 25 or y with. 2.01 to 5.00 Eq. mtrs., 5.01 to 15.00 Eq. mtrs./and above 25 Sq. ntrs., respectively as per Table 3. Among 42 rural nigher secondary schools correst anding percentages are 7,10, 14,5 and 64, respectively, while for 78 urban higher secondary schools these percentages are 9,18,31,28 and 14, respectively. Even from the point of view of per child availability of land 3% higher secondary schools in rural areas and 56, in urbon areas have per child available land less than 15 Eq. mtcs. The per child availability of land is less in urban schools as compared to rural schools because of the obvious reason or higher enrolment in urban schools and less available land with them. It may incidentally be noted that in rural areas per child availability of land is more in privata schools as compared to government schools while a reverse trend has been observed in urban areas.

.2.2 Covered Area in Schools

(a) <u>Secondary Schools</u>: Among **15** secondary schools 67%, 26% and 7% have less than 25%, 25 to less than 50% and above 50% covered area on ground floor against total area available in schools as per Table 4. As regards class-rooms per child covered area 33%, 47% and 20% secondary schools have less than 0.50 sq. mtrs., 0.50 to less than 1.00 Sq. mtrs., and 1.00 to less than 1.50 sq. mtrs., respectively, per child covered area with them as evident from Table 5.

(b) <u>Higher Secondary Schools</u>: Among 42 rural higher secondary schools 69%, 17%, 9% and 5% have less than 25%, 25 to less than 50%, 50 to less than 75% and above 75% covered area on ground floor against total area available



in the school. The correstonding percentages among 78 urban higher secondary schools are 62,27,6 and 5, inspectively. It may be seen that 31% higher secondary schools in rural areas and 38% in urban areas have covered more than 25% of the total land with them and thus leaving less area for out-door activities. As rejards class-rooms' per child covered area 24%, 64%, 7% and 5% higher sec maary schools in rural areas have less than 0.50 eq. mtrs., 0.50 to less than 1.00 Sg. mtrs., 1.00 to less than 1.50 Lg. mtrs. and above 1.50 Sq. mtrs., respectively, per child covered area with them. The corresponding percentages for urban higher secondary schools are 13, 60, 21, and 6 respectively. As per K.V.S. norms per chilo covered are in the middle and nigher secondary class-rooms should be 1.25 Sq. htrs. It may be observed from the Table 5 that 88% of the higher secondary schools in rural areas and 73% in urban areas have even less than 1.0 Sq. mtrs. per child covered area in the class-room. It may be seen that class-rooms' per child covered area is more in rural schools in comparison to urban schools. Further, private nigher secondary schools in rural as well as in urban areas are better than government higher secondary schools in this regard.

5.2.3 School boundaries

(a) Secondary Schools: The condition of boundaries in secondary schools is not satisfactory as in 27% of the secondary schools there is no demarcation of boundaries and only 13% have pucka wall on all sides, 33% have covered boundaries on all sides by barbed wire and / or hadge or partly pucka wall, while 7% have few sides uncovered and in 20% schools though their boundaries have been demarcated but they are totally uncovered as per Table 6.

- (b) The lies localdary seemals : Allon, 4' rund his secondary selects 24, have no designed as of branders, 14, have presented and of stides, 2% have covered bounders to. all sides by besped wire and/se ned to or partly pack, tall, mails 14% have few sides uncovered and in 22, webselv toregress in boundaries have been commested, but they are tobally mesor red. The corresponding percentages for 73 urasuran are the adars achords are 15,47,22,17, and 5, rrapectively. It may be able a that 24% of the higher secondary school; in mint and main 13 in urben areas have no demonstration of boundaries at all which need to be demorasted. Further 36, he nor seeme any schools in rural areas and 21% in urian areas have its andre uncovered of to by 1, and overed boundaries. Thus ob, higher sucondary sor to in rural areas and 35% in urban area ared to be envered by boundary wall/barbed ward/hedge. Orban higher secondary scarols are better than rural once with regard to their sound orise.
- 5.5 Ambroach Londs, Internal Levelling and Drains e system

5.3.1 approach to als

- (a) decondary Schools: 60% of the secondary schools have motalled approach roads to their compuses, 27, nove unnetabled approach, roads where water stagnates during the roady season and in 15% schools sater/stagnate during the rainy season though the approach roads are unmetabled as evident for Puble 7.
- (b) Althor Secondary Schools: Among 42 rural higher secondary schools 76% have metalled approach roads to their compuses. 17% schools have undetalled approach roads where water stagnates during the rainy season and in 7% schools water does not stagnate though the approach roads are unmetalled. The corresponding percentages for 78 urban higher secondary schools are 92,4 and 4, respectively. Thus higher secondary schools are better placed in urban areas than in rural areas as far as metalled approach roads are concerned.

 Also the government schools are better than private

schools in this rejerd.

,3.2 Internal Levelling and Drainage system in schools

- (a) Secondary Schools: Among 15 secondary schools only

 40% have properly levelled campus with adequate

 drainage system and in 33% schools water does not

 stagnate during the rainy season though their campusus

 are not properly levelled, while in 27% schools water

 stagnates during the rainy season and also their

 campuses are not properly levelled with adequate

 drainage system as evident from Table 7.
- Higher Secondary Schools: Among 42 rural higher (b) secondary schools 55% have properly revolled campus with adequate drainage system and in 21% schools water does not stoynate during the rain; season though their campuses are not properly levelled, while in 24% schools water stagnates during the rainy season and also their cam uses are not properly levelled with adequate drainage system. The corresponding percentages for 78 urlan higher secondary schools are 73,6, and 21, respectively. It may be noted that in rural areas 47% of the government and 80% of the grivate migher secondary schools while in urban areas 60% of the government and 80% of the private higher Secondary schools have their campuses properly levelled with adequate drainage system and thus private higher secondary schools in rural areas as well in urban areas are better placed than government higher secondary schools in this regard.



5.4 School site and their Catchment Area

Rural schools are little better than their counter arts in urban areas from the environment point of view as is evident from Table 8 that among 52 rural schools 92%, 100% and 98% are free from neavy trailing, noisy environment and noxious pollutants from adjoiring industries, respectively. The corresponding percentages among 83 urban schools are 77, 75 and 98, respectively.

As regards location of schools with relation to community urban schools are better placed than rural schools -/// (control of the community while in rural areas 8% schools are not properly located in relation to community.

87% of the secondary schools and 95% of the higher secondary schools are naving sufficient space for morning assembly as evident from Table 9. Further all the secondary schools and 98% of the higher secondary schools are running in one campus. In 53% secondary schools campus has been developed in a planned manner. 71% of the higher secondary schools in rural areas and 86% in urban areas have their campuses developed in a planned manner.

5.5 Construction Details of Schools Buildings

5.5.1 Type of Building in Schools: Among 15 secondary schools 93% have pucka building and 7% have that ened huts/ kacheha building. Among 42 rural higher secondary schools 90% have pucka building and 10% have that ened huts/kacheha buildings, whereas all the 78 higher secondary schools in urban areas have pucka buildings as per Table 10. Among higher secondary schools with pucka buildings 50% schools in rural areas and 56% in urban areas have their buildings constructed prior to 1961 as evident from Table 11.

5.5.2 Expansion Fotential in School Luiloings

Among 14 secondary schools with pucks full lings 2% schools have both extra land for construction as rell as potentiality of construction on upper storey. 64% have extra land for construction but without potentiality of construction on upper storey and the remaining 14% have neither extra land for expansion nor potentiality of construction on upper storey as per Table 12.

huildings 39% have both extra land for construction and 5.% how extra construction on upper storey, and 11% schools have neither extra land for construction nor eng potentiality of construction on upper storey. The corresponding percentages among 78 urban nighter secondary schools are 42, 41 and 17, respectively. It may be seen that 89% of the nighter secondary schools in rural areas and 83% in urban areas have either extra land for construction and/or potentiality of construction on upper storey.

5.5.3 material used in School Buildings

(a) <u>Secondary Schools</u>: Among 14 Secondary schools with pucka buildings in 71% schools walls have been made of brick while in 29% schools walls are made of stone. Coming to roofs 43%, 7%, 22%, 21%, and 7% schools have reported that roofs have been made of R.C.C, reinforced brick, stone, woodd and any other material, respectively. In 36% schools floors have been made of ordinary Cement concrete and in 64% schools they are made of material other than wood, brick. Cement as per Table 13.

(b) Higher Secondary Schools: Of the 38 raral nighter secondary schools with jucka Faildings 79% schools have reported that the walls are made of brick and in 21% schools they are made of stone. Among 78 urhan higher secondary schools 92% have walls sauc of brick, 7% have walls made of stone and 1% have walls made of any other material. As regards the roots 24%, 2%, 2%, 13,0, and 32% rural higher secondary schools have reported that their roofs have been made of R.C.C., reinforced brick, stone, wood and any other material. The corresponding percentages for 78 urbar hip ar secondary schools are 45.5.18.6 and 26, respectively. On coming to floors 55% rural nigher secondary schools have reported that their floors have made of ordinary cement/concrete, in 3% schools floors are made of Mostac chips and in 42% schools they are made of material other than wood, brick, cement. The corresponding percentages among 78 urban higher secondary schools are 58,4, and 38, respectively.

From the point of view of masonary work it is observed that more than 90% of the schools have white-wash colour internally as well as externally as evident from Table 14. Almost in all the schools frames and shutters of doors and windows have been made of wood rather than steel as per Table 15.

Further 85% and 65% of the schools with pucka buildings have fully pannelled shutters in doors and windows, respectively, while in 15% and 34% schools these are made partly of glass and nartly of wood. Only 1% schools have fully glazed shutters of windows as evident from Table 16. Fartly glazed

& partly pannuled shutters of dodrs and windows are more in urban schools as commared to rural schools.

There are only five rural government schools in kachcha buildings/or that ened nots of which ont is secondary school and four are higher secondary schools. All of this have kachena floors and walls have been hade of brick/stone. Three of them have roofs made of clay/mangler tiles and two have roofs made of this sheets as per Takle 17.

5.5.4 Light, Ventilation and Other Fittings in Schools

all the secondary and higher secondary schools except one government higher secondary school have accounte natural lights and proper ventilation in most of the rooms. In majority of the private schools artificial lights are adequate while in majority of the government schools artifical lights are indequate as evident from Table 18.

fittings & fixtures. Urbur higher secondary schools are letter placed than rural higher secondary schools as far as adequacy of electrical fittings and fixtures is concerned because 62% urban and 43% rural higher secondary schools have adequate electrical fittings and fixtures. Also private higher secondary schools are better than government higher secondary schools in this regard.

All the schools except two secondary schools and one nigner secondary school have halch-hoards free from the sunglaze in most of the rooms as per Table 10.

5.6 Ownership, Original Purpose and Adequacy of School Duildings

5.6.1 Ownership of the School buildings

80% of the secondary schools have their own buildings either by way of construction or by donation and 20% are running in rent free buildings. Among 42 rural nigner secondary schools 95% have their own buildings either by way of construction.

or by donation and 5, we randry in to see or public and and partly rest free materials. Of the 7 weter as a construction or by donation, 12% are running in rested buildings and 14% in rest free or partly owned and partly rest free buildings as per Table 20.

It may be noted that rural higher recordary schools are better placed than urban higher secondary schools as far as ownership of school fulldings either by way of construction or by donation is concerred. Also the gov runent higher secondary schools are better than private higher secondary schools in this regard.

5.6.2 Original Purpose of Construction of Euglainus

In 7% of the secondary schools the building was constructed originally for a school while in 2% secondary schools it was constructed originally for temple/dharamshala/ religious place/ fanchayat ghar. In 88% of the rural higher secondary schools the building was constructed originally for a school, in 7% schools for residential purpose and in 5% schools for temple/dharamshala/religious place etc. In 80% of the urban higher secondary schools the building was constructed originally for a school, in 8% schools it was constructed for residential purpose and in 12% schools for a temple/dharamshala/panchayat ghar etc. as evident from Table 2%.

As regards regular use of school accommodation for purposes other than teaching, it is observed that in only 11% schools it is being used for running another school/college/ private part-time classes/adult/non-formal education centres as evident from Table 23.

5.6.3 Adequacy of Class-rooms in the School Buildings.

Of the 15 secondary schools covered under the study
14 have adequate number of class-rooms and one school has
a shortage of 2 rooms as per Table 24. Among 42 rural higher
secondary schools 76% have adequate number of class-rooms

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and 19% have shortage of 1-2 rooms and 5% have chartage of 3 rooms. Among 78 urban higher secondary convols 82% have adequate number of class-rooms, 3% have shortage of 1-2 rooms, 10% have shortage of 3-4 rooms and 4% have shortage of 7-8 rooms.

The Private nigher secondary schools are latter than government higher secondary schools as remains adequacy of class-rooms is concerned because in rural areas 72% of the government and 90% of the private nigher secondary schools and in orban areas 71% of the government and 95% of the private nigher secondary schools have adequate number of class-rooms.

as rejards sources for additional construction in schools, hesides government and management committees,

4% schools are getting contribution from the community and

5% schools are charging fees from the students and 2% have other sources as evident from Table 25.

5.7 Science Laloratories, Subject Rooms and other Accommodation in Schools

5.7.1 Science Laboratories in Secondary Schools

laboratory with them and live have only one combined laboratory and the remaining five have separate laboratories for each of the physics, chemistry and biology as evident from Table 26. Eleven laboratories at or the twenty mave adequate space in them according to school authorities. However, only six laboratories have its area more than 67.62 sq. mtrs. prescribed by K.V.S. Further, only six laboratories have store-cum-preparation room and in only one of them the space in the store-cum-preparation room is adequate. None of the laboratories has dark/balance/museum room as per Table 27.

it is observed that our of ten secondary schools where science laboratories exit, only two schools have acceptate running mater taps, six nevel adequate electrical fittings for performing experiments and four have stuch australiant fittings and fixtures for performing experiments and four have stuch australiant fittings as diffixtures for performing experiments in the laboratories as evident from Table 28. Further along 13 schools where girls are admitted none of them as him a course bulleton, we evident from table-34.

5.7.2 Science Laboratories in Higher Secondary Schools

Among 42 rural higher sectionary schools 21%, 41%, 12% and 26% schools have no laboratory, one laboratory, two laboratories and three Laboratories, respectively. The corresponding percentages for 78 urban higher secondary schools are 6, 27, 12, and 55, respectively. Thus urban higher socundary schools are better placed as far as existence of science laboratories is concerned. Also private higher secondary schools are better than government higher secondary schools in this regard. 50% of the laporatories in rural nigher secondary schools and 67% of the laboratories in urban higher secondary schools have adequate space in them according to school authorieties. However, only 8% laboratories in rural higher secondary schools and 28% laboratories in urban higher secondary schools have its area more than 67.72 sq. ntrs. prescribed by K.V.S. Only 22% laboratories in rural higher secondary schools and 37% laboraturies in urban higher secondary schools have store-cum-preparation room. Further only 10% laboratories in rural higher secondary schools and 31% laboratories in urban higher secondary schools have adequate space in the store-cdm-preparation room as reported by the school authorities. None of the Physics/Chemistry/ Biology laboratories in rural higher secondary schools has

derk/nulance/museum roum. However, in the usion nighter secondary schools 12% of the physics laboratories 4% of the physics laboratories 4% of the Biology laboratories 16% nev. dark, laborate and 100 secondary, respectively.

laboratories it is observed that out of 33 rural higher secondary schools where science laboratories exist only 21% schools have adequate running water taps, 52% hav adequate electrical fitting for performing experiments—and 42% have other adequate fittings and fixtures for performing experiments in the laboratories. The corresponding percentages among 73 urban higher secondary where science laboratories exist are 44, 71, and 58, respectively. It may be seen that urban higher secondary schools are better placed than rural higher secondary schools as far as facilities in the laboratories are concerned.

Among 38 rural higher secondary schools where girls are admitted, none of them has home science laboratory, while in the 48 urban higher secondary schools where jirls are admitted only 13% have home science laboratories.

5.7.3 Subject Rooms in Schools

(a) Secondary schools: Of the 15 secondary schools only one school has science lecture room with adequate space, two schools have separate special studies room with adequate space and one with inadequate space, two schools have work experience/craft room with adequate space and one with inadequate space and one with inadequate space as evident from Table 29. Of the 13 secondary schools where girls are admitted only one school has girls common room as per Table 34.

(b) Higher Secondary Schools:

Among 42 rural higher secondary schools one (2%) school has separate science lecture room with adequate

space and one with inadequate space, one should have spaced studies room/with inadequate space, one school has separate work experience/craft room with adequate space and one with inadequate space as its orted by the school authoristics. Of the 7a urban higher schools by schools have separate science facture room with adequate space and do with inade unrespace, 9% xxxx schools have separate special studies room with adequate space and space and schools face and 10% with inadequate space, 3% schools have separate characters are considered at a space and 10% with inadequate space, 3% schools have separate are considered and space and 3% with acceptate space on 3% with inadequate space and 3% with inadequate space, 2% schools have separate work experience/craft room with adequate space and 3% with inadequate space, 2% schools have separate work experience/craft room with adequate space and 12% with inadequate space.

To is, therefore, very clear that separate surject rooms are available in negligible number of schools. The situation is little better in urban night recording schools but far from satisfactory, weccessary elects should be made to provide separate subject rooms in aigner secondary schools as well as in secondary school, junesever possible, for importing instructions in better environment.

l Uther Accommodation in Schools

separate library room with a seating capacity between 10 to 49 students as per Table 30. However, only 13% schools have reported that they have adequate space in the library room. Among 42 rural higher secondary schools 20% have separate library room with a capacity between 1 to 29 students and 12% schools have adequate space in the library room, while among the 38 urban higher secondary schools 49% have separate library room and 24% have adequate space in it.

The nigher secondary schools in urban areas are better

placed than rural higher secundary schools as far as separate library room and adequacy of space in it is concern d. Also the private higher secondary schools are better than government higher secondary schools in this regard.

Among 15 secondary convols 47% have reparate of π for the Principal and 53% schools have conlined room for

ringipal and the Office but in only 13% schools the space in the combined room is adequate as evident from Table 31. None of the secondary schools has a securate room for Vice-Principal or Visitors, 13% secondary schools lave physical education teacher room and 7% schools have gameral at reroom with adequate space. 67% of the secondary schools have staff common room but in only 53,4 schools it's space is adequate. 59% rural and 65% urlan higher secondary schools have separate room for the Principal but in only 43% rural and 55% urban schools its space is adequate. 41% cural and 35% urban higher secondary schools have combined room for the Frincipal and the Office. however, in only 7% rural and 6% urban higher secondary schools the space in this combined room is adequate. Thus 50% rural and 39% urban higher secondary schools do not have adequate space either in the separate room or in the combined room for Frincipal and the Office. Unly 2% rural and 6% urban higher secondary schools have separate room for Vice-Principal with adequate space. 57% rural and 68% urban higher secondary schools have staff common room but in only 36% rural and 54% urban schools its space is adequate. 12% rural and 22% urban higher secondary schools have physical education teacher room but in only 5% rural and

17% urban higher secondary schools its snace is adequate. Only 8% urban higher secondary schools have visitors room with adequate space. 36% rural and 32% urban higher secondary schools have junctal store room but in only 19% rural and 27% urban higher secondary schools its space is adequate as evident from Table 31.

It may be seen that adequate facility of Vicc-Frincipal's room, Physical education teacher room, visitors room and the general store room is not available in majority of higher secondary schools, dowever, uchan higher secondary schools are better placed than rural higher secondary schools as far as various administrative spaces are concerned.

As rejords services and support spaces, 3 (20%) secondary schools have MCC/MCC/Scout rooms with adequate space and only one school has James are sports atoms from that too with inadequate space as per Table 31. Among 42 rural higher secondary schools 10%, 2%, 24% and 10% schools have NCC/MCC/Scout room, medical first-aid room, block atoms and games and sports atoms room, respectively. The corresponding percentages among 78 urban higher secondary schools are 45.5, 23, and 38, respectively. It may be seen that very few secondary and higher secondary schools have services and support rooms. However, urban higher secondary schools are better in this regard.

As regards ancillary spaces only one secondar, school has assembly hall with adequate space as evident from Table 33. Among 42 rural higher secondar, schools only 21% have assembly hall and in only 7% schools its space is adequate. Further among 78 urban higher secondary schools 23% have assembly hall and in most of them its space is adequate as reported by the schools authorities. Other ancillary spaces such as hobbies club room, audovisual room, museum

room and note commen room is eventile in only one urban inly her secondary schools and only one it is teamy taught in two secondary schools and only one of them has vocational languaged that two with inadequate space. Force of the three rural higher accordant schools, where vocational education is being taught, has and it is accorded vocational admiration higher secondary schools are teaching vocational admiration but only 14% have vocational boratories and in only 9% schools its space is adquate as par Table 35.

5.8 Drinking Water, Toilet Facility in School buildings 5.8.1 Drinking water facility

73% of the secondary schools and 92% of the higher Secondary schools have dranking water facility.

of the schools have running water taps. 13% secondary schools and 31% angles secondary schools have more than one source of dranking water. However, in 20% secondary and 12% higher secondary schools water is brought from outside and stored in pots/tanks as per Table 36.

5.8.2 Tollet Facility

1. - con Wi

Ameng 15 secondary schools 47% (comprising one boys, one girls and five co-educational schools) do not have proper toilet facility as evident from Table 37. Of the 42 rural higher secondary schools 64% (comprising one loys, one girls and 25 co-educational schools) do not have proper toilet facility, while among 78 urban higher secondary schools 23% (comprising 10 boys, one girls and 7 Co-educational schools) do not have proper toilet facility. Thus urban higher secondary schools are better placed than rural higher

- 1 list

secondary schools as far as proper toilet facility is concerned. Also the private higher secondary schools are better than government higher secondary schools in this

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regard. As per tyle or schools 32% boys, 3% years and 48% co-squestional higher escendary schools on not inverse proper tooks feathry. Further it is obtained that in most of the secondary and have a secondary school feather in the facility exists, it is available output harboring evident from Table 38.

5.0 Playground, Canteen and Cyclomicanu taculity in the School:

5.9.1 Flayir and in Achools:

facility (53% within campus and 14% outside the compus) as per table 39. Or the 42 rural higher secondar, schiols 86% have playground facility (52% vithin the campus and 34% outside the campus) while among 75 urban higher Secondary schools this percentage is 78 (61% within the campus and 17% outside the campus). In all 8.% higher Secondary schools have playground facility.

none of the secondary schools has this facility. Unly himself one rural/higher secondary school and 14% urban higher Secondary schools (comprising one government and 10 private schools have this facility as evident from Table 4c.

5.9.2 Canteen and Cycle Stand facility in the Schools

None of the secondary schools and only 4% nigher secondary schools have canteen facility as per Table 41. As regards cycle stand in the campus a but one-third of the schools have this facility. Urban nigher Secondary schools are better pluced in comparison to rural higher secondary schools as far as cycle stand facility is concerned. Also the private higher secondary schools are better than government higher secondary schools in this regard.

5.10 nestel reculity in Schools:

the one hostel as evident from Table 42. Tome or the rural higher secondary schools has nostal facility. Among 78 urban nigher secondary schools only 5% schools one having their own hostel building. Urban higher secondary schools are better than rural pigner secondary schools as far as hostel facility as concerned. In means of the hostels more students are residing than its intake curucity.

5.11 Faintenance of School Buildings

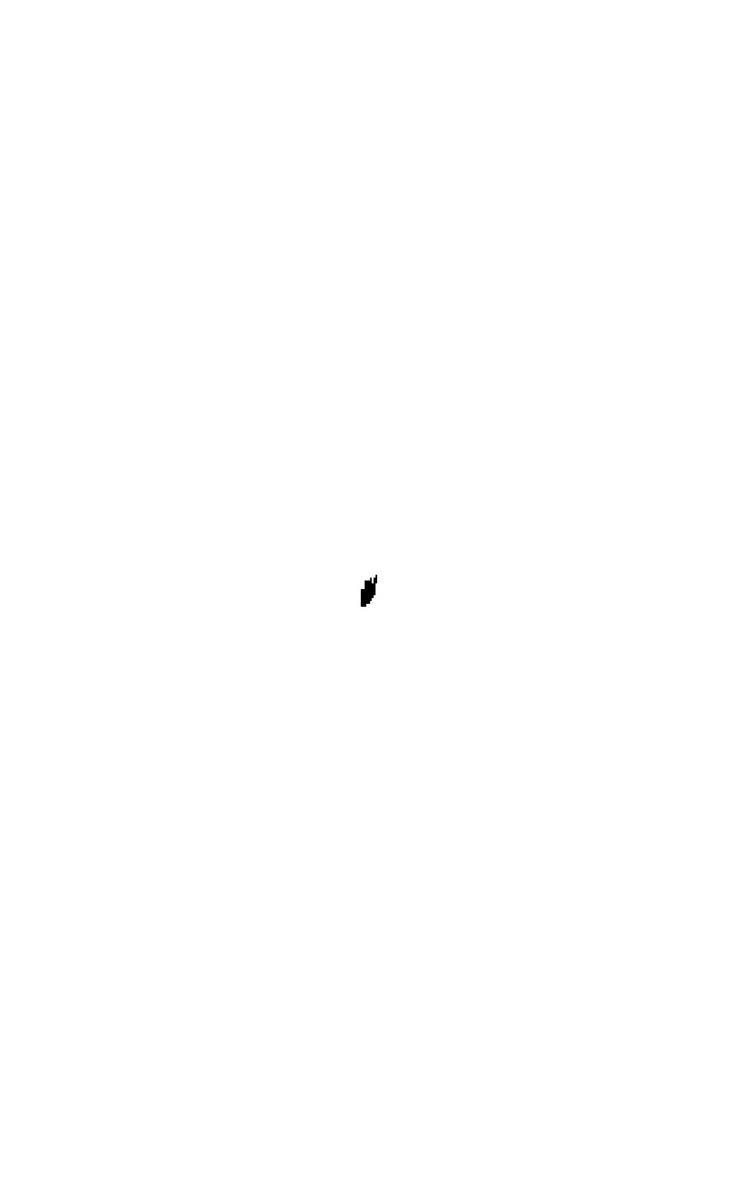
5.11.1 Feriodical maintenance of School buildings and Sources of Funds

Among 15 secondary schools it is observed that
73% schools are naving periodical maintenance of buildings.
Of the 42 roral higher secondar, schools 64% are naving
periodical maintenance of school buildings and this percentage
cmong 78 urban higher secondary schools is 92. Thus urban
higher secondary schools are better than foral imprer secondary
schools as far as periodical maintenance of school buildings
is concerned.

In most of the schools funds are provided for maintenance of school buildings by their respective management, but a few schools have reported about contribution from the community, charging fee from the students or maintaining it from other sources as evident from Table 43.

5.11.2 Dampness in School Buildings:

As regards general condition of school buildings it is observed that one-third of the secondary and higher secondary schools are affected by dampness as per Table 44. It may be noted that private higher secondary schools



in rural areas as well as in orban areas are less assected by dampaess tuan corresponding government higher secondary schools.

5.11.3 Leakage from Roofs in School incildings:

the roofs as per Table 45. Among higher secondary schools bow in rural areas and 44% in order areas are naving leakage from roofs. It will be werthwhile to note that private higher secondary schools in rural as well as in order areas are less afted by leakage from roof. then corresponding government higher secondary can also

5.11.4 Condition of Doors and windows and Lockel ility f School buildings:

rural the secondary schools and 35% urban higher secondary schools are painted as evident from Table 46. Purther doors and Windows in almosty order as reported by school authorities.

80% of the secondary schools and 79% of the degree secondary schools in rural areas and 95% in urban areas asvelociable buildings.

Thus efforts should be made to improve introductions: having dampness in valls, roofs and floors and also nucessary repairs should be made to stop the loanage from roofs in the affected schools.

5.12 Main Findings and Recum endutions :

i) Majority of schools do not have anough form with total and also per child availability of land is in the lower side. Further majority of the schools have thass-rooms per child covered area less than the norms prescribed by the KVS. Efforts should be made to provide additional land and accommodation in the needy schools.

- as 18% of the schools have no demication of humanist at all all in another 12% of the schools houndaries at totally uncovered. Efforts should be made for demonstration of rehably uncovered, and construction of Pucka popular, wells particularly in girls and co-educational cohoris.

 111) installed approach result is school calleds should be excluded approach result in check and construction of stagnate during rainy season. Further in contols with unlevelled campuses and inadequate draining seaton, justicularly in rural areas, efforts should be made to in rave the situation.
- iv) Efforts should be made to provide gamement structure required by 5 schools which do not have bucks buildings.
- v) about 15% schools do not have any expansion notential.

 Efforts should be made to provide extra land to these concols

 for expansion unjoses as they do not have potentiality of

 construction on upper storey.
- vi) In majority of the schools fittings and fintures are not adequate and also the condition of fittings and fixtures is not satisfactory. Efforts should be made to improve the condition of electrical fittings and fixtures in the afford schools.
- vii) 8% schools have shortage of 1-2 classrooms, 7% schools have shortage of 3-4 classrooms and another 3% schools have shortage of more than 4 class-rooms. Efforts should be made to provide needed classrooms in the concerned schools.

 viii) 14% of the schools do not have any schence laworatory at all. Efforts need to be made to provide atleast one combined schence laboratory in these schools. Further adequate running water taps and necessary fittings and Fixtures should be provided in the laboratories for performing experiments. Home Science laboratory also needs to be provided, wherever, necessary.

ix) Separate subject-rooms are available in nogligable number of schools. Elforts should be made to incree separate subject-rooms especially in higher sectionary schools for imparting instructions in hereer environment. x) about 60% of the schools ac not have separate library room worch is an alaring situation. Elforts rhould be mide by the respective managements of such achouls to provide separate library room in there schools ar morely as possible. xi) Services and support spaces are not evallable in majority of schools which need to 's provided. Asc girl: common-room should be neuvided in a sody schools. x11) 10% of the schools do not neve dri king water facility which need to be provided at the earliest. xiii) About two-Eifths of the schools do not have proger toilet facility, which is a vary atarin; situation. Efforts should be made to ir wide proper tollet facility at the earliest especially in gills and co-educational schools. xiv) about two-thirds of the schools do not have cycle stand facility which need to be provided. xv) About one-third of the schools are an inched by damphose in walls, roofs and floors. Also good number of schools are arrected by leakage trum roofs. Efforts should be made by the concerned authorities to remo a these defects by providing better maintenance services in the schools.

: sh-

TABLE - 1

SCHOOLS AS PER AREA, I'MPE AND MANAGEMENT

								H10	Higher Secon	Secondary Schools	01.8		Total	ind (D		
	•••		Secondary		SCHOOLS						The same	1000	1000	Drigate	ロイイロントロ	Part of
Area	TYDE OF	Govt, Local	Local	Private	Private Private	rotal	30vt.	Local	Private Aided	Private Unaided	TOCAT		Body	Alded	Unaided	1000
	Schools		Body	Aided	Unalded	l	,	BOM	10	11	12	13	14	15	16	11
-	2	3	-	121	2		2	1				_				
}	8	रि	1		1	32		1	ţ	-		32	1		-	23
e4 1	ako	5 1		-		1			1	١	l	'n	ì	-	1	- - - -
	Girla	Ω	1	-	and district consistence of			- Proposition of the Company	The same transmitter	- Schol steady . back		90		-	Colores and Colore	GA
*	Co-ed.	90	(9	1	-			4-			7	-	94
12	Total	126	١	<u>ا</u>	1	128		- I	The second second	STATE AND	See Stranger	17	SAN CALL DE	The Park of the Pa	Contraction of the Contraction o	Trous de la constante de la co
#		1			1	5	0	1	1	١	d	<u></u>	١	3	1	<u></u>
, ex	Boys			1		- -	-		1			ار دا		** &. r a	}	Ŋ
m	Girls	4		,	1	+ -		1	-		1	7]	1	,	77
« »	Co-ed.	020	1	1	1	S	1-	-		The state of the s	7	98				35
4	Total	73	1	i		77				A CARLO SECURIO AND AND AND ADDRESS OF THE	4	Commission of the Commission of the		1 . m	The Party of the P	-
		0	1		1	<u>7</u>	n	}		1	5	2			<u></u>	27
P4	Boys	10	_	-	+		-	-	-	1	genius a gr Da	2	1	and the second	- Landston	ell as dan q
0 8	Girls	_)		ľ	0	-	}		Market of Contract	Sing spery ordinal soften	1		1		
44	2000	80	1	1	1	28	<u></u>				+	10.7			The Residence of the Section of the	10.7
J		0 1		C	-	157		-	- (00	1.63	1	7		12
	Total	ご	1	1		- - - -	_ }	-		And the second named to th	Married West of States	Spirot of the second desirable				

TASES -2

LAND AVAILABLE WITH SCHOOLS

BIHAR

STATES

Total 37 29 555 1 4 į 00 ١ Land available with schools (in square meters) Abeve 50000 7 72 Ļ Ì 1 1 N 20001 50000 ئ ì 2 į 1 10 Į 'n ł ١ 15001 20000 1 1 1 1 Į 10001 te Oh I 亡 十 Į 00 Į j ſ I ١ 7501 10000 00 1 + į \mathfrak{V} Í 1 ĺ į 1 500 7500 1 1 1 ţ ſ ļ 3 te 5000 Ø 3 ſ ŧ 1 1 ł l 1 { 3 ٩ { to 2500 1001 10 10 ţ 9 1 1 Ì í Less than 1000 l 1 1 1 ţ ļ Į Management Private Private Private Private Private Private GUNT. Govt. Gove. GOYT. Gort Govt. Urban Urban Rural Total Rural Total Area Secondary 1 Secondary Schools Higher

Note : 1. Local body schools have been clubbed with Government Schools. Private Aided and Unaided schools have been clubbed together,

TABLE - 3

SCHOOLS ACCORDING TO PER CHILD LAND AVAILABLE WITH THEM

BIHAR

Schools Area Hanagement Up to 1.01 2.01 3.01 5.01 10.01 15.01 20.01 1		_									Street, Square, Section 2.	
Rural Private Covernment					ļ				40	0000	Photo	Total
Sural Government	and developed	*	Up to	1.01	3.00	3.01	10.00	15.00	20.00	25.00	25.00	
Sural Government				1	9	6	œ	6	10	11	12	13
Urban Private Total Private Government Rural Private Government Rural Private Total Government Rural Private Filvate Filvate Filvate		-	,	1 -			W	3	1	.5	113	126
Urban Private Total Private Rural Private Rural Private Private Priv			1	-			1		1		7	2
Urban Private Total Private Government Government Government Government Government Tetal Government Frivate Frivate	+	Course and				د	-	7.7	C		8	29
Total Private Rural Private Second- ([rbur Private							1	1	1		ì	
Fotal Private Rural Private Second [[rpkn Private Total Government Fivate Fivate Fivate	erio.		-		-		14	1	2	5	131	155
Higher Rural Private Second ([rbun Private Total Government Frivate Frivate Frivate Frivate		Government	1	-	<u>-</u>	0	7	-		-	7	7
Rural Private [[rhun Government	EtoT.	J	1	ا 	1	1	1	ſ	(1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
Rural Private Government [[Phun Private Total Government				-	 		!	(1	(
Rural Private [[wban Private	r - report		-	 	<u> </u>			1	1	,	1	
Upbun Brivate Total Government Private	Rura		,				-	-			9	
Total Government Fotal Government		i					-					
Total Government Private				1	1	-	1	(1		1	
Government	-5. ABSET			1	1	-	-	1		1	_	00
Private	19	tal Government)	-	1		-	-		1	1	
The same of the sa	مدورة بالدينة ال	Private	,									

- - -

Dercentage of Covered area on Ground Floor Against Total Area Available in Schools

STATE: OIHAR

Schools	Area	Kan 35 em ent		Covered Aces in percentage	, percentage		
		بالمعمودين الم	Less than 25%	25/ to less than 50%	50/to less than 75%	75% and above	Total
		Government	+1	0	5	78 0000 0 5740 0 0000	126
	Rural	Private					7
Secondary		Government	23	9			29
	Urban	Private	1		The state of the s		
		Government	136	7.			155
	Total	Private			The state of the s		7
		Government			A CHARLES AND A THE PARTY THE REAL PRINCE THE A THE PARTY THE A	A Comment of Control of the Control	-
	Rural	Private	•	\			
Higher		Government	9				7
Secondary	Urban	Private	,				
	Total	Government	7				∞
		Private		1			1

سر سو

CABLE -5

SCHOOLS ACCORDING TO BEEN SEE

ACCURDING TO PER STUDENT CLASS-ROOM COVERED AREA	on Covered Area (in Sq.	5 than 1.00 than 1.25 k less 1.50 & above To	3	1.2 66 34 9 3 2 34 9 3		4 4	
BIHAR	Nanagement	Govt.	Goyt. Private	Private Govt.	Private Govt. Private	Govt. Private	
STATE	Are s	2 Rural	Urban	Total Rura	Urban	Total	
	*C10017	Secondary			Higher Secondary		

TABLE -6

SCHULLS AS PER DEMARENTION OF BOUNDARY

STATE :

a) Fucks compound wall on all sides.

b) Barbed wire funcing/Hedge on all sides.
c) Partly pucka compound wall and Partly hedge/barted wires on all sides.

Pucka compound wall/hedge/barbed wire in few sides only(1.s.]ew sides yet to be covered). P)

ed Wilhart a, b, c and of about.

** LLT 52 - - - - -

SCHOOLS IS PER ALPROACH ROADS, INTERNAL LEVELLING AND DRAINAGE SYSTEM

STATE: BIHHR

Schools	Area	Management	Metalled	Unmetalled Approach Roads	roach Roads	Properly level	Properly levelled	Kater J	Water Stagnates in the school premises
			Roads	Water stagnates	Water does not stagnate	1	drainage system	Auring the season Yes	the rainy
-4	64	3	*	ru.	9	j.	8	G	10
-		Government	74	3	21	84	78	18	30
	Rural	Private	Ċl		_			1	
,		Government	97		3	=	70	∞	0
Secondary	ua curo	Private			1	ı	(ļ	*
		Government	100	3)	24	59	96	95	0 h
•	Total	Private	7	L	y	a relative	1	Į	
		Government		ſ		S	((1
	Rural	Private		1			ſ	-	[
		Government	-			دا	5	2	2
	uectan	Private	1	ſ		})		
Higher Secondary		Government	00			E	(3)	53	7
	Total	Private	1			\$	(1	

SCHOOLS ACCORDING TO THEIR SITE AND CATCHMENT AREA

STATE OI HAR

Area	Schools		Scrool	Scrool site is fr	free from			Located relation	Located properly in relation to community
	,	Heavy traffic	raffic	Notsy env	environment	Noxtous	Noxious industries	A S	No
	1	Yes	% %	Yes	No	Yes	PA C		
-	2	-	4	S	10	2	6 0	O.	10
	Boys	3	4	33	1	33	ţ	31	7
E ALL	Girls	7.5		35	-	S		9	Į
	Co-Educational	7		78	5	80	10	S	6
	Total	115	14	911	13	811	11	811	
	Boys	5	9	51	ħ	=	S	61	(
	Girls	-5		S	ſ	5	4.	5	-
Urban	Co-educational	œ	T.	0	6.2	0	7		
	Total	25	_	29	-	57		35	

TABLE -9

SCHOOLS ACCORDING TO SPACE FOR MORNING ASSEMBLY AND DEVELOPMENT OF THE CAMPUS

		Tiens former	ng ng	assembly	Whether runnir in one campus	Whether running in one campus	Whether the	Whether the school campus has been developed in a planned man
			res	0 14	Yes	Off	Yes	
1	2	ET.	*	ın	4	-		
	İ					,	ന	Ø
	ċ	dovernment	126	ı	126	ſ	Ö	
	Kural	Private	7	-	,		*	5.7
s econdary		Government	1		7		7	1
	,	- Commence	47	(29	(
,)	uroan	Private	1				7	
		Government					1	(
*	Total		155	1	155	1	111	
		Private	7	1	۲		t 1	
Product					1	(1	-
•		Government		(-	
	Rural	Private					-	
1_			1	•	{	1	,	Transition and the state of the
		200 et um en c	Γ	1	7	(11	
	Urban	Private						
Hans					٠,١	1	١	1
Secondary	# 4-C	Government	CO	1	\propto	,	,	
		Private				1	O	7
			1		١)	J	

TAE. 8 - 10

SCHOOLS ACCORDING TO BUILDINGS

e looke a	Aros	The Control of the Co						Type of	Schools	is and	their	buildings	រថ្មន					}
10000				BOYS	601				Girls		ડ	Co-educational	clonal	-		Total		-
			ю. В.	T.H. K.B.	T. A.	0.5	ra D.	7. H. X. B.	T.A.	0.5.	а С.	T.H. T. A.	å.	ទំ o	u u	F. H.	T.A.	0.8
1	2	3	*	2	vo	4	60	On.	10		12	13	14	15	16	17	18	19
-	Burel	Government	=	20	1		t	-		1	36	54	_	l	51	75	}	1
		Private	_	ı	1	1	_	١	í	1	1	1	1	١	Ū	١	1	,
Secon-	Urban	Government	5	∞	ļ	1	Į Į)	l	1	N	3	1	1	13	=	1	1
dary		Private	1	١	J	1	١	١	1	1	I	1	١	1	1	١	1	(}
	Total	Government	20	32	١	1	8		l	1	7+1	57		(59	86	1	()
		Private	_	(1	١	-	١	{	(1	١	ı	1	7	J	1	1
		Government	_	, 1		ı	١	l	1	(ı		١	١		1		١
	Rural	Private	1	1	1	١	١	l	ſ	١	١	ţ	١	١	1	1	1	1
Higher	Urban	Government	2	1	1	1	_	-	1	1	4	1	1	١		1		1
dary		Private	١	1	1	l	١	1	1	(١	١	١	1	1	1		1
		Government	3	1	,	1		((t	ı	(1	(2)	1	1	1
	Total	Private	١	1	1	1	1		-	1	1	ı	(ı	1			
							i				D. 41 34	ě	4		- "T C E			

Note : P.B. -Pucka Building, T.H./K.B. -Thathed Huts/ Kachcha Building I.A. - Tented Accommodation; 0.S. -Open Space

TARS -11

PUCKA BUILDINGS AS PER YEAR OF CONSTRUCTION

a Loode a	4	+ compose ne M			Year of	Year of construction		
a Tooling	5 10 14		Up to 1950	1951-60	1961-70	1971-80	1981 & onward	Total
1	2	3	*	Ş	9	7	OS	6
1		Government	8	13	9	7	ţ	5.1
Secondary	Reral	Private	,	1	7	١		7
	Urban	Government	10	2	00	2		18
		Private	1	1	١	1	,	
		Government	1.3	17	24	19		69
		Private	1	1	7		_	2
		Government		_	1	ſ	_	
	Rural	private	1	J	(
Higher	£	Government	4	2				_
Secondary		Private			_	(1
Agent Ag	Total	Government	ك	3			1	∞
•		Frivate				-		
	-							

Contd. ../

TAEE 3 -12

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SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCORDING TO NUMBER OF STUREYS AND PATENTIAL MY OF CONSTRUCTION ON UPPER STOREY

STATE: BILLIAR

Number of					Schools	s with a	extra la	nd and storey	Schools with extra land and potentiality of construction on upper storey	ity of		
Storeys in the Building				Rural					Urban			
	Secondary	dary	Atgher	Righer Secondary	Total	78	Secondary	Jacy	Higner	Higner Secondary	To	Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	NO
-1	7	3	*	S	9	-	80	67	10	11	12	13
Single	710	10		1	王	73	0	ĺ	Ţ	,	5	-
Double,	10		1		70		9		7	١	œ	
Three	-		1	()	l	1	•	•	-
More than Thies	1		1	ſ				((1	1
Total	947	-0		\	4	_0	15		a kinifection-inquina.		7.1	2
		-						-		J		The second secon

TABLE -12 Contd....

		P.C+ -1	- 1	12	27					1		
		>-	Yes	122						į	-	-
Schools with no extra land and potentiality of construction on upper storey		Higher Secondary	NQ	g=4			,					-
d and pot	Urban	HIG	Yes	97	1		1	{			1	
construction on upper storey		Secondary	NO	61	1		-	,				-
ith no e		S S	Yes	00			-	1			g.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
constru		Total	O _M	-	1	1		()			1	
ν, _Ο		H	1 63	GV	-				1			
	Pural	Yes No	· ·	7	,	1			ſ			
	H	Yes	*			1	,		1			_
,	dary	No	3	({	ſ		1			
	Secondary	Yes	7				1		1			
Number of Storeys in	tne suilding	-		Singla	Doubl e		Three	More than	Three	Total		

Inche -13

SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS

AUDED AND PLINCES

BIHAR

STATE :

ACT . おお 00 (1 9 1; ļ With nary Terraso cement with con- chips Ploors made of 1 1 1 1 Crete 36 52 (QCI N 4 1 1 4 1 } 1 } 5 l Rain. Stone Wood Any interior 49 } 1 1 1 1 1 1 1 ١ 1 1 ı 1 j 1 ((١ l Ī ١ ţ 9 l 1 ĺ 1 1 1 1 I 1 3 12 1 ίV Rocfs made of Mumber of Schools Having ---3 l 1 1 Q ((1 σ 10 t į ひ ١ 1 ļ R. C.C. 29 $\frac{1}{2}$ 5 1 O ١ Ē 9 1 Brick Stone Wood Any 1 1 1 1 1 ţ I 1 (00 1 1 walls made of 1) ţ ſ 1 1 ļ ţ l 1 1 Ì 1 1 } 1 1 1 ١ Ø 20 { $\frac{2}{4}$ 00 { 1 r ∞ 1 CA ひ Pucks Pull-5 \mathcal{U} ∞ Ц 1 1 í 1 10 001 Private Frivate Private 意味を含まれる Frivate Private | Managenent dovt. Gorte GOVE. GOVE Govt. GOVE MEST Urten Total Ar 38 Rural 'Jrben Total Schools Secondary Secondary يه سام منو Higher

TABLE -14

SCHOOLS WITH FUCTA BUILDINGS AND TYPE OF FINISHING PROVIDED FOR MASONARY WORK

schools A		1	דחר פו	אַ דאַם דאַ דאַפּ	internal Masonary work	ork	e		Sxten	Sxternal Masonary work	LT WOLK	
-4	Area	Management	white wash Dry	Dry	Snowcen	Paints,	None of	Whitewash		Case		
-4		-	Znorz 8	teg-			the a	colour	Dest-	Juowcean	Faints	None of these
-	2	3	4	2	0	1	03	6	Ų,			
		Govt.	7.7	(_		u	61)	21		12	13
<u> </u>	Rural	Privete	2	1	ı	1) 1	-	(1	-	_
Secon-	Urhan	Govt.	1.2	١	(1		1 -	1	1	[
		Privete	١	1	1		1			1		_
•		Govt.	6.5	1	1	-	2	1.		1 1		
	Total.	Private	, ,			-		00	(1	~	7
		Gove	1 -	1	1	1	1	ş	1	İ	1	1
	\$ 5.9.	1		!	1	-			ſ	1		
		Fivate	}	1	1	1		1		1	¥	
- 1	-	Govt.		1	l							
	S. Yes	Private		1	1							
Higher Secondary		Govt	82	1	(1	1	10			(-
	Total	Private	1	1	1			2				

TABLE 15

SCHOOLS WITH PUCKA BUILDINGS AND MATERIAL USED IN DOORS & WINDOWS

Window Shutters made of Steel 4-4 4-4 N 1 S 5 S <u>ہ</u> 67 2 1 1 S Mood 10 Steel Window Frames 4 ١ 1 Ì HIGH l 4 made of Mood (∞ 5 4 ۲ 10 2 Γ 1 യ schools Door Shutters made of Steel 4 7 1 1 1 1 ļ 1 Pro-50 83 4 り d $\frac{8}{8}$ MOOG Steel ١ ĺ 1 } l ١ ١ Door Frames made of M Ġ 5 200 \mathcal{A} 1 Mood 1 BIHAR Management Private Private Private Private Private Govte Govte GOAt Goot. Govt. Total Rural n=qID Rural Urban Schools Area 4 Higher Secon-dary STATES Secon-

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Private

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C×J ١

Govts

Total

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THE 16

SCHOOLS WITSPUCKA BUILDINGS AS PER DOOR/

		•	Sch	Schools		May	having	
		Was my prompt	Doors with	At		Mindows with	N TA	THE STATE OF THE STATE S
8 T S C C C C C C C C C C C C C C C C C C	80 TK	A nome from the training of training of the training of the training of traini	Fully glazed shurters	Partly gla- Fully pannezed and par- Bled shu-tters		Fully glazed shutters	partly glazed and partly pannelled shutters	Fully pannelled shutters
+	2	3	*	25	ю	7	Ø	6
		Govt	3	١	84			50
	Rurat	Private			2	}	7	
Secon-		Govt.		+	7		M	カー
áary	urban	Private	({		
			7	7	62	2	3	49
•	Total		2		2		7	
		, T						
	Rural	1 A A A A A A A A A A A A A A A A A A A	(_		(
1		Grant.	(2	t		2	2
Higher Secon-	Urban							American Control of the Control of t
dary				3	lo		2	9
	Total				(
						ing.		

TAEES - 17

SCHOOLS WITH KACHCHA BUILDINGS/THACHED HUTS AND TYPE OF WALLS, RCCPS AND PLOORS

BIHAR

						1	har or	Tunber of Schools having	ols ha	Mug				3		
2 CD0013	e sure	unafateuew	Kachcha	132	Walls med	इंट हा			Roofs	тэдв	of.		Cite	Floors :	made of	·
-			Building/ Thached Huts	#300g	Brick/ Stone	Mud	Any other	Clay/ Man- ga- Ti-	Tin Sheet	Hood	Mod Thathed	any ott	Kach- Wood	Моод	Bricks	Any
1	2	3	4	5	9	7	89	67	2	11	12	13	14	15	16	17
	Rural	Gov	75	1	17	7	7	140	2	ı	24	6	45	١	17	$\overline{\omega}$
		Privace	1	1	1	1	1	}	١	(Ĺ	l	1	1		_
		Gove	-	1	_]	1	0				j	М	1	12	W
	nega a	ם לבע לו ם	1	(1	1	١	١	1	1	1	11	١	(1	1
Secon		30AF.	78	1	82	7	7	617	23	1	25	5	7.8	١	22	16
X 10 10 10 10 10 10 10 10 10 10 10 10 10	Totel	Private)	1	1	1	1	ſ	i		_	1	ſ	1	1	
		Govte	1	1	[1	1	1	ı		(1		1	1	•
	Rura!	Private	[1	, ,		1	((1	1	1	1	-
n de chora		Goveen	1	(1		1	1	J		1	1	1	1		
Secon	Urban	Private		1				1	l	(1	,	1	į	1	1
dary		† P	((1	1	(1	l		1	1	1	1	1
	Total	100			1			1	1	(1	(1	1	l	

] = 1

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TABLE 18

SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT AND VENTILATION

BIHAR STATE

					SCHOOL	SCHOOLS HATTHE				
Schools	Area	Management	Watural Lights	10hts	Artifici	Artificial Lights	Soth P	Both Netural and Artificial Lights	Propert.	Properly Ventilated Rocma
		منا الميادين شيد	Adequate	Insdequate	1.dequate	Inadequate	Alegiate	Inadequate	Yes	NO
-	2	6	4	5	9	٦	83	6	10	114
		Govt.						-	124	7
	Kiral	P = vate	-	-	(١		1	7	
dary		Govt.	26			,	3		29	
	Urban.	Urban. Private		١	1	-			,)
- 		Gorte	0,1			•	71		153	2
	Total	Private	-			١	J	1	7	
		Govt.			ı	-				
	Team _	•		-				}	(
Secon-		Boyt.	2			(土		_	المواجعة والمتاولة و
GALY	D C C C C C C C C C C C C C C C C C C C	- 1	1		-	1			(
•			2			The state of the s	5		8	Andreas - Agents and Lands
	Texto M	1	\		(1			
()	-				-					

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TAHLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS/ FIXTURES AND SITUATION OF HEACKSOARDS

BIHAR

Schools Area Hanagement 1 2 3 Rural Govt. Secon- Urtan Private Private Total Govt.	Schools having adequate electrical fittings and fixtures Yes No No	Schools having satisfac condition of electrical fittings and fixtures Yes No 6 1	Schools having satisfactory condition of electrical fittings and fixtures for the search of the sear	Schools having blacking in nost of the rooms free from sun glazes Yes No	Schools having black-board in most of the rooms free from sun glazes
Area 2 Rural Urtan Total		Yes 6	30 1 1 3 1 1 4 1 1 4 1 1 1 1 1 1 1 1 1 1 1	Yes 8	
Rural Urtaa		2 1	113	60	No
Rural Urtan		2-101			9
Rural Urban		<u>w - 0 1</u>	2 : 6-	/	
Rural		0		3//	
Urban		0	6	7	
Urban		0 1		29	j
Urban		1	The state of the s		A STANDARD OF THE PROPERTY OF
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private			-		
-		1			
Raral				J	
Higher		7			
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	7	7	<u>٠</u> ٠,	∞	
Govt.	5			,	ı
1830		3			
PODATT Z				and a	

TABLE 20

OWNERSTIP OF SCHOOL BUILDINGS

STATES STAHBE

						Grine	Onnership of Buildings	suildings			
Schools	Area	Management	Owned by construc-	Owned by donacton	Rented	Rent	Partly Partly owned & partly partly partly rented	Partiy owned & Partiy	Partly rented & rent free	partly Owned, partly ranted & partly rent	, अर्थ क्ट्रे
	2	3	4	ıc	9	7	æ	6	10	11	12
		Govto	82	43		١	(1		THE PROPERTY OF THE PROPERTY O	126
	Rural	247.5	7			١	1		1	ı	7
Secon		F Live Ca	1 2		-		1		,		29
dary	trban	2005		, ,	١		1	1	1		Control of the second control of the second
•		A to vaca	20	15	7		1	_			155
	Tota	GOVE.	7						A COMMENT OF THE PARTY OF THE P		7
	managa fi s	Private	e./]		1					
		GOVE.		1	1		1				
	Rural	Private	1	,	{	1					
Higher		Gert	7	(١		-			
- doop	diban.	Private	-		1	1	-				
dary		Gove	8	-	-				The state of the s		
	Total	Private	-	1				Date of the second	一. 19.124000000000000000000000000000000000000	CHARLES AND A CHARLES AND A SECOND AND A SECOND ASSESSMENT OF THE PROPERTY OF	
				and the second s							

TABLE 2

SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

STATE	BI	BIHAR			7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	building was Originally Constructed	d Con	structed	for			
					Picasing .	Danchayat	. _	Any	Any other			Grand
schools	Area	Management	इक् ा)	Residential purpose	Temple/Dnardmanard/ Religious Place	Ghar	F. J. S. F. F.	11) 08th Car 18	111)	(A.	Total to to	Total
, ·							£3,	3337	40	11	12	13
	4	3	*	5	9	7	ο		O. C.			176
-			701				ı					2
	Rural	2400	3 7	,		(1		1		1	1 0 7
i di		Private	1						1	1	7	£12
dary	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Govt.	36		·····································	The state of the s	1		(ı	(1 9
	OTDOM	Private	(1			-			1	7	155
		Godf	181	7	Ţ		_	1	1	,		7
	Total	Private	И	١	•	i		1		1	A THE PERSON NAMED IN COLUMN N	
		Govt.	_							ı		
•	Rural	Private					1	J			١	7
Higher Secon-		Goot.	7	1			1	1	1	Ĺ	1	1
dary	ment o	Private	1)			1			-	(S
		Govte	3				,	1			1	
	rotar	Private	1									
	-											

TABLE 22

SCHOOLS KUNNING IN RENT-PREE BUILDINGS AND
THE PURPOSE FOR WHICH BUILDINGS WERE CONSTRUCTED

STAID		151 HAK	-		Purpose for whi	ch the Bu	11ding wa	which the Building was originally constructed	ly constr	ucted
_	whene	1		- 1	18		Any other	ther		The same of the sa
Schools Area		Management	remile/Mosque Church/ Other reli-	private House	cnompar/ panchayat Ghar	ild 1) Civil	13)	111)	(4)	Total of Grand
	**************************************		tions place			1 com	8	63	10	77
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dary ou	Tenan	Private	1					١	1	_
E		Govt.	1			1			The second second second	
	- 12207	private				(ì	Į
		Govt.							-	
	Rutar	Private	_	-			1		and the second s	
Secon	T than	Govt.	_							Constitution of the second
	1	Private					\	١		
E	1 4 4	Govte	1			1				The state of the s
	70.07	Private								

TABLE 23

REGULAR USB OF SCHOOL ACCOMMODATION FOR PURPOSE OTHER THAN TEACHING

BI HAR

					and the second of the second o	Accommodati	Accommodation used for purpose other	r purpose		than teaching	hing	
Schools	₹	Management	Accomposition not used for Management other than Teaching purpose	Another sch∞l/ College	Private Part- time Classes	Adult/ Non-formal Education Centres	Community Library/ Recreation Room	Pancha- yat Meetings	Reli- glous Gathe- rings	Family Wel. fare carps	Weekly Bazar	Any other
1	C4	3	*	5	9	7	89	o,	10	11	12	13
		300to	126	(,			(-	-		A CONTRACTOR AND A PARTY OF THE
,	Rural	Private	2	\	\	(Į	(
Secon-		Govte	23		-	į			l		- AND CONTRACTOR OF THE PARTY O	the Section of the Se
•	Urban	7 Hvate	1	-	1	!	(1	1	-	-	The second second
		Goste	4.51		ſ				1		Charles and Congress and Congre	Bucholens and Bucholes
	Total	private	2	1	,		1	1		l	١	Disappa WanterSire of testing of
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	Rural		- 1					l	(- Contraction of the Contraction
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dary	e di p	Private								1	1	Towns of the case
		3044	8						THE PART OF THE PA			
	To ta				((-			
		-						•		1		

T. HLE 24

SCHOOLS ACCORDING TO SHORT #45 DP CLASS ROOMS

BIHAR

		,					Sold of the second	2	Shortage	Carrols with Shortage of Class Rooms	Rooms	Pro
			Schools			The second second		7		0.10	More than	rotal
schools	Area	Management	without shortage	One Room	Roces	Three	Rooms	Four 5-6 Rooms Rooms	Rooms	Rooms	10 Rogns	
1			rooms					C	10	11	2	13
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4			0	9	∞	5	7	0				
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1		private	7.									7.0
dary		Govto	76	١	7		1	,				
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<i>د</i> ارس			100		0	١٨	7	٥		1		300
and the same of th	# # + OF	Goots	125	۵	2		١	1	١			2
	100	Private	7	1	1							
		Gost		1	1	(1	(-	J
	Rural	Private	1	1	1	l	1	l				
Higher		41.00	9	1		1			1			
dary	Urban	Drivate		((1	1	1			Σ,
		2000	,		-				1	l		
	4 4 9	Goate	_					1	(1
•	-	Private)		1							×
	7			•								

- 37.1-

TABLE 25

SOURCES OF FUNDS FOR ADDITICHAL CRISTRUCTION IN SCHOOLS

BIHAR

STATES

					Sources of Funds	unds		
Schools	Area	Management	507e mmen t	Local Body	Management Committee for Private Alded and Unaided Schools	Contribution by Community	Fee charged from the Students for this purpose	Any other
1	2	6	4	s2	9	7	8	67
		Goots!	123		J	7	j	2
	Rural	Private	~	1	1			
Secon-		Govt.	27			1	2	1
dary	1000	Private	١		1			1
	,	Govt.	1.50	1		2		2
	Total	PHYSte			J			وموادور والموادوري والموادور والموادور والموادور
	,	Govt.					Comments of the comments of th	Control of the state of the sta
•	Rural	Private	١			_		
secon-		govt.		1	1			
dary	Urban	Private						
		-	00				T.	
	Total				entino estrono bras			

TABLE 26

SCHOOLS ACCORDING TO NUMBER OF SCILICE LABORATORIES

Contel Space Ade Having quate Accort 67,62 59. more area mtrs. or Second Laboratory ~ 1 ding to Ч m 1 1 9=1 Space Ale-Having quate Accor- 67.62 Sq. ding to mtrs. or schools First laboratory 10 1 Ş 1 ţ 1 1 Į Two laboratories 3 (Ì 1 -4 Ø١ SCHOOLS HAVING schools No.of ŀ ထ S (1 1 Having 67.62 Sq. utr3. or more area 1 ļ 1 (١ ١ 4 Space Ade-quata Accor-ding to schools one laboratory 1 (0 1 ١ Ø No.of chools 53 67 1 1 ١ ١ 1 1 1 1 Management Laboratory 200 _ t_ 1 Q BIHAR Private Pri vate p rd vate Private Private Govt P. H. vate Go ot Grat Covte Gove Total urpan Total Rural 中中部 TEIR Area N H1gher Seconschools Secondary periodic services dary STATE:

TABLE 26 (Centel ...)

			-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	Three	Laboratories	his a secondary commence of commercial			\$2.04
*			40.0£	First laboratory		second laboratory	tory	Interporation	COLY Sandan
Schools Area	A 100	nanagemen.	\$ 100 to 1	Space Adequate ate according to schools	ing 67.62 mtrs. or area	space adequate according	Having67.62 Sq.mtrs.or more area	Space adequate naving ate according 67.62 to achools mtrs.	67.62 Sometrs. O
engalarie e	متاها آل ميرفود				The state of the s	A THE RESIDENCE OF THE PARTY OF		60	13
-1	7	m	13	14	15			7	-
		to Se	-	7	2	+1			
	Rural	private	Υ			The things where the transfer and the	are considerate the formation of the constant	-	
Second		Govt.	اکن	+7		- Company of the Comp			-
	Urban	Private		(
		Goots	6	8	Z	0	CH. MILLON & CO. C.	A CONTRACTOR OF THE CONTRACTOR	
	'rotal	private	i						
		414			ĺ		{	,	1
	Rural	p.d.ate	ļ	-	1	1	1/4	i N	7
Secon-		Govt.	,-	9	7.	C			1
dary	Urban	7.1.348		(And the state of t	A SPECIAL STATE OF THE PROPERTY OF THE PROPERT			7
	-	Govt.	(30)		7	6	0		
	TOTO	Pijate				TO THE REAL PROPERTY OF THE PARTY OF THE PAR			
	-		-						

TABLE 27

SCHOOLS ACCORDING TO SUBJECT-INSE LABORATORIES
AND OTHER RELATED SPACES IN THEM

BIHAR

STATES

COMTD./adequate Whether $|\omega|$ space Schools balance having room ļ 3 Whether space adequ-Chemistry } 3 ١ J ١ ate preparation year Schools having store-10 5 1 5 Cim I 10 ſ Schools having Lab. 1 3 (00) σ Г Ч Inether space adequ= 1 1 41 M i l 1 ate ∞ Schools having Jark room 1 J Ī 1 1 2 Į 1 7 ļ Physics Whether space adequ-M ١ Ţ ١ 3 # S 3 ate 9 prepara-Schools having Store-0 1 1 1 S) Em S uff Schools having 34 lir 1 B 3 ı 1 Lab. N d' Management Private Govto private Private Private Private Private Govto Govt ന Govt. Govt. Govto Total Rural Urban Urban rotal Rural Area N Secon-Higher Schools Secondary dary

				- 1		Biology				Combined		
Schools	Area a	Management	Schools having Lab		Whether space adequates	Schools having museum	Thether space adequate	Schools having	School having store of the stor	thether space adequate	Schools having Dark/bala- nce room/	Whether space adequate
	2		-	room					room			
			87	C.	16	17	18	19	20	21	22	23
	Rural	Govt	13	7	2	ı	1	55	<u>†</u>		-	Ĺ
		Private	í	١	1	-					+	2
Secon-	Tr.	Gover	α	^	-	1		1	({	1	1
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		Private	ſ	ļ	}	ì	1	1	}			
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	Rural	Gott.				ţ	1	1	1			
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		FILVACE	-	L	1)		ſ	ı			
	Total	Govt.	8	9	S	2				The second secon		
		Frivate	{		1	1	1	1	1		1	

SCHOOLS ACCORDING TO FACILITIES AVAILATLE AND SPACIAL BOTTLENECKS IN THE LABORATORIES

STHAR

STATES

Sottlenecks in the laboratories	Physics Chemister Biology Home Science Combined	3	4	10 11 12 13 14 15 16 17 18 19 20 22	4 1 1 2 2 1 4 1 4 2 1		42332242 421		+-			Proper Fillings Furniture
rlenecks in t	Biology	. ~	14	97	<u>-</u>	1	2	-			2	Bickof Prier filtigs (No.
Bot	enister	}			-	7	7	1				† -
	go 1	m		11	_ 	_	7				7	ck of Proper Fillinks of Fushing
	For		C N	7 8 9	8 70	5 15 2	3 85 3		-	5 2 =	5 3 -	Chemistry 1, Luck of
Adequate Ad	al	13	Yes No	2	5 73	5 15	88	-	-	2	a	一造説
Adequate	- 6		Yes No		- 78	71 7	9			5	7.	Lack of Pr
		Schools Area		1 2	Rural	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	dary Total		RUE	Higher Urban	Secon- dary	Physics

TA31 = 29

SCHOOLS HAVING SUBJECT BOOMS

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Space Ade ju-ate

Work experience/ Craft Room

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STATE	BI	BIHAR						,			
Schools	Area	Management	Science Le Rosm	Lecture	Special Soom (Geog., F	Studies History)	Art/Drawing Rocm		Activity/ Music 300m	2	<u> </u>
			Space Adequate	Space Inde quate	Space	Space Inade-	Space Ader- uate	Space Insidoqu	Space u Adequ- ate	Space Inado-	
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ndary	Urban	Private	1	١	1	1	1	1	,		
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	Total	,	,	1	1	1	1]		ì	
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TASE 30 SCHOOLS HAVING LIBRIRY

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Schools	Area	Management		Library in School			in the library r	liberry rors	403 C	
	A B T yellolay into a congress spaces.	-	Number of Schools having liminary	Space Adequate according to Schools	1 to 9	10 to 24	25 to 49	50 to	\$ \$ \$	100 & more
			TOOM COM		7	14	12	-	1	1
Secon	Rural	Govt.	17	*	9	1	ì	1	1	1
dary		pri vace	1	1 (ı	10	12			,
	4	Byt.		7			1	1	1	ţ
	Ornan	private	(1	C	19	17	7		ł
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Second	Urban	Covt.	Q			((1		
ary		Private	1			2	7			
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TAE. 3 - 31

SCHOOLS HAVING ROCMS FOR ACMINISTRATION & OTHER FURPOSES

STATE: BIHAR

						S 200120					H	HAVING					
schools	Area				-	2370472		- Contract C	Transch Lander	1		To a Company of the Company	The section of the second				
		Head- Master/ Princi- pal's	Space Ade- quate	Office Room	Space Ade- quate	Vice- Princi- pal's Rocm	Space Ads- quate	Staff Common Room	Space Ade- quate	Combined for Prin- cipal/ Head Master	Space Ade- quate	Ph. Ed. Tea. Chers	Space Ade- quate	Visi- tors' Rocms	Space ven. Space Adericate quate	to core	Ade.
1	2	3	*	2	9	7	00	o	10	11	12	13	14	15	16	13	16
	Rural	45	8	Sh	91			851	28	80	23	9	3		ŗ	33	_
Secondary	Urban	12		7	و	((Ы	01	21	7	3			(4
	Total	5	25	57	22			hal	38	100	30-	5	<u></u>	15	l	44	=
	Rural					1)	(ſ		•
Higher Secondary	Urban		5		c	,	1	7	3	Ĺ	1	W	7	4	7		
	Total	00	9	00		1		_	3		1	(7)	4	7	7	d	2
					_		:		* *************************************								

TABLE-32
SCHOOLS HAVING SERVICE ROCHS

RAVING SCHOOLS	3Dace	ycc/Acc/ Space Medical/ Space Store Adequate Store Adequate Store	Room ate Hoom	0		Private 7 2	S - S	1 -	10 2	1			Govt. 5 3		govt. 6 3	Private	
Rement	22	Nec/		-	govt.	_	Govt.	-	Govt.	private	Govt.	Private	Govt.	Private	govt.	Private	
BIHAR				63	3	Karar		ordan.	2401	1 3 O	1	TBJILL	1	uscin		T8201	
ATSE	Schools			1			10000	dary	•				Higher	Cary			

TABLE-33

SCHOOLS WITH AMCILLARY SPACES

Space Adequ-ate \prec 1 13 I Boys Common Room 0 ω J 1 1 ļ 3 3 77 1 Space Kde- (3 1 ω S 2 1 1 0 1 ſ H Assembly Hall 1 二 1 1 D) 5 1 ļ 5 N2 10 四 Space 1 ł) つ 1 ١ 1 ١ 1 School Muse: ī Ì l ļ ł } 00 Į 1 ١ 1 ١ ţ Spece Adequate) 1 } ١ } 1 **Ct**O Audio-Visual Room 0 0 T 1 1 H 1 } 1 1 ١ ١ ပ ဗ S Space Adequate 1 1 1 -1 J 1 Ç S Hobbies club Room 1 Ì 1 1 4 Management Private Private Private Private Private Private GOV to GOAt. GOAt. Gowt. Govt. Govt. BILHAR n Total Urban Rural Total Rural Urban LIBB Ø Secondary Schools Higher Secon-dary

TABL3-34

SCHOOLS WITH HOME SCHENCE LABOR (TORY, GIRLS COCHOT ROOM AND GIVER UNITED SCHOOL

BIHAR

STATE:

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Space Space Adequal	11	1	1	ì		١		}	}		1	1	1	
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and and and and and and and and and and	4	Ĺ	l	1	1	(}	1	1			-	1	
Schools raving fore-science Loboratory	o)	1	١		١	1	1			1			
Schools having girls cormon room	ı,	32		7	(34	ſ	١		W		2)	
shools where sirls are	4	95		<u>5</u>	1	101			-	17.	1	U)	
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Schools	 r-1 . 			Sechadary	-		***************************************		His en					

TARE 8-35

SCHOOLS HAVING VOCATIONAL LABORATORIES /WORKSHOPS

Magnate	scording to school euthorities .	9													
	No. of Schools having vocational laboratories/workshops				-		1					~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	The same of the sa	2	
	Schools where Vocational	being taught	*		\	1					1	2		7	1
BIHAR	Aan ag ement		3	3ovt.	Private	Govt.	Private	Govt.	Private	l Govt.	Private	an Govt.	Private	Total Govt.	Private
	Area		2	Rural		Urban		Total	وعيش مدروب	rainy	na nagana (nakitika	Uraban		B	
STATE	schools		1			Secondary					H do ne	Secondary			

TABLE 36

SCHOOLS ACORDING TO DRINKING WATER PACILITY

BIHAR

STATES

Schools	Area	Hanagenent	Schee drink	Schools having drinking water		Seurce	20	drinki ^{ng}	ew ga	Water		
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	Rural	Govt,	125	-	21	-			77 ^		77	13
		Private		,	-	-		1			10	
Secendary	Urben	Govt.	27	64	8	9	9	1	m		ť	
-		Private			1	1		-			STATE OF THE PARTY	ALESCO DE
	Total	Gevt.	152	3	49	7	23		מי		V	1] -
		Private		~	1		}	-	1	,	70	
	Rural	Govt.		1			ı	1		1	1	
		Private	1			1	-	The state of the s	President Company		A STATE OF THE PARTY OF THE PAR	Throoming and a second
Higher	Urban	Govt.		١	2	Í	1	1	-			7
Secondary		Private	-			-	1					
	rotal	Govt	∞	-	2	-	١	1	_			6
		Private			1		1	The state of the s	The type during the consistent			

Notes a) - Hand Pump; b) Running water tap within building;

c) - Well is the scheel Compound; d) Water is brought from eutside and stored in #3/tanks

SCHOOLS ACCORDING TO TOILET FACILITY 148.63

1		BIHAR	V	SCHOOLS ACCORDING	ACCOR	OING TO	TO TOTLET FACTLITY	FACTLI	≿						
STATE						•					1		4 of 1		
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TABLE 38

SCHOOLS ACCORDING TO TOILET FACILITY WITHIN/OUTSIDE THE BUILDING

BIHAR

STATE

Schools having facility outside the building at a distante of Above いいといる。 500 to t0 回七下写,图七下曾 301 401 ļ 1 to 1 1 1 1 1 1 201 to 四七下區 ĺ 1 1 1 1 101 to 200 mtrs. 1 1 1 1 Ī 15 to 100 atrs į 1 atrs. Į ſ 1 1 ١ 1 1 1 1 26 to C 1 1 t. 2 1 1 ſ mtrs. Lesa than 25 1 1 1 (-00 1 ∞ facility with in ing the build-Schools having 一一 5 Se S 1 (ナ Hanagement Private Private Private Private Private gort. 8 Vt. PHVA 8 GOTE Gert. Govt Total. Rural Area Secondary Urban Urban Rural Intal Seond-Higher Schools

रि. ह्या ३३

SCHOOLS ACCORDING TO PLAYGROUNDS & TESIN ANSA

BIHA	
STATE	

									Charter Company of the Company of th		And the second second	
Schools	A 168	Kanagement	Scho With	ools having iin the Cam meters)	Schools having playgrounds within the Campus (area in Sq. meters)	្និ ព	. <u></u>	Schools the Can	Schools having ptothe Campus (area	playgrounds outside a in Sq. meters)	nds out meters	side)
•			Less than 1000	1000 to	2000 to 4399	5000 to 9999	10000 ard above	Less than 1000	1000 to	2000 4999	te 5000 5993	10000 and above
-	83	3	4	S	9	4	00	6	10	11	12	13
	Rural	Gavt.	3	3	91	37	-	-		ری	14	16
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		Private	١	1	1		1	١	1	1		
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7.323 40

SCHOOLS ACCORDING TO COVERED SPACE FOR INDOOR GAMES

STATES

Schools	Area	Menegement	Humber of	Schoo	Schools heving (area	perevos z	covered area for indoor in Sq. mtrs.)	or Indoc	8 9 E & 40			
			having the facility	Up to 50	51 to 100	101 to	151 to	201 to 250	251 to 300	301 to 400	401 to 500	Above 500
	63	t)	-4"	5	æ	6	03	o,	10	TI.	12	13
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	Rural	Gov to	- 1	1	1	1	1			1]	
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	RILBA	Gov te.	- 1	1	1		(}	1	1		
Higher Secon-			2		1	ī	1	-	-	١	1	
F 1 8 1	Urben			ı	ſ	.1		1	1			
		+120	7	_	(ſ]	7	1		
-	Total			1	((Magnisement pint results	1			
		LTTARRO		-		+				+		

7ABLE 41.

SCHOOLS ACCOADING TO CANTERN AND CYCLS STAND

STATE

SCHOOLS ACCORDING TO HOSTEL PACTLITY

BIHAR

STATE :

where more students are resiling in the Fostel than its Murber of Schools intake capacity 10 S N 170 ard क्र व्या 1 Rooms in Hostels 20 O į 50. 10 ł Ī O 1 200 ထ ļ 7 N 1 ı ł Ì 123 3 j ı n ţ 5 G 76 5 w 5 Joans l CI l the Foster School & owning 29 35 64 S 10 ţ Scrools having Hostel Facility 70 36 S 5 1 ١ Management Govt. Private Gevt. Privata Govt, Private Govt. Private Govt. Private Govt. Private Rural. Urban Urban Total Area Rural Total Schools Secondary Secondary, Higher

SCHOOLS ACCONDING TO JUNIOTENANCE OF TBUILDINGS AND SCHOOLS ACCONDING TO JUNIOTENANCE OF THE SAME

c#		•		SCHOOLS	S ACCORDING	TO 1/1/1.	いてにならないに	ACCORDING TO JAMIN TENANCE OF PRISE DIN CON		
STATE :		BIHAR			SOURCES	SOF	FUNDS FOR	THE SAME	O'ZE A	
Schools	Area	Managarent	Schools) is	8	Source of	funds for mai	for maintenance of building	ding	
		1	Perjo maint of bu	lcal nance ldings	Go vernment	Local Socy	Management (For Private Alded and Unalded Schools)	Contributions from Community	Fees From Students	Any other
1	2		*	2	9		B.		the state of the s	
	Bural	Gove	9	36	[6]	١			25	Company World
		Private				5	-		3	
	Urban	Cort	ك	13	13					
Secondary		Private	l	ſ		1			5	
	Total	00 00	106	49	74	1			1 (-
		Private							54	
					-				1	-
	Kurai	Gove	-		-				1	1
		Private								
Higher Secondary	Urban	Goort	<u>_</u>	3			Ţ			
		Private	1				L			
	Total	क्ष	5	~ <i>t</i> .0	S	1				
	-	Private	1				\		1	
~						+				

ANDES 44

SCHOOLS ACCOLDING TO DAMPHESS IN BUILDING

STATE: BILLAR

Statools	Ares	Kanagement	Number of		Schools	1	affected b	by dempi	oe sseudne	eccording.	t 0	Percenta	20 ega	Rocas	
4	الميامة المامية المامية	1	having demp-	Panpae	ni sserq	Yalls			Der	1858 1	n Roofs	14	Dyn	1.888 1	ា
,	rande Sharifularishing to Free			in noto 25% Rocas	1n 264 to 50% Moons	in 51% to 75% acces	12 20076 75% BCOMS	in up to 25% Robes	in 26% tc50% Rooms	유요유	51, in 75% spoke cas 75% Rocms	in in to253 Rooms	112 2 105 3000	275 n 51/ 10 75 100ms	in about 75%
	2	3	4	مرا	9	2	တ	6	10	17	12	133	74	- 3	10
	Rurel	Gov t.	63	8	-13	(U)	14	0	-	(4)	2	5	7	ړئ	
		Private		1	1	1	(Į.	1		,	- ((í	
*	Urban	Govt.	2	C	5		d	T.	7		7	C1	17	01	l w
Secondary		Private			1	ſ	-	•	1	1	1		1		
	Hotal	Govt.	75	<u></u>	C 3	6	9	2	(3	7	50	7	4/	7	70
Trans. And American		Pilvete		1		ı		1	[-	,	1 1	[
	hural	Goyt.			1	1	1	(ļ		(-	1		***************************************
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19C.	Urban	Govt.	Ç	<u>c</u>	ſ	1	(m				1			degree t I
S. condary	***************************************	Privete				1	(l		-		ſ		-	1 1
	Total	Govt.	3	7	1	1	-	3	1			14			! ! !
	* unstant	Private	-		(1			The same of the sa			-		
						1	•		1						•

SCHOOLS ACCONDING TO LEAKAGE FR.M ROOFS

BIHAR STATS :

Schools	Area	Management	Schools heving		Schools having (Percent.go Ct	Leakage from	Roofs
			Roofs	Unto 25%	26/ to 50,	51, 50 75%	4 400
ı	2	3	*	၃	~	_	on
	Rural		<i>Cu</i>	12	20	76	35
	× 44 ×	Private	2		Ĺ		1
Secondary	Urban	Cort.		8	10	3	0
•		Private			١]
	Total	604 :	40	15	30	29	14
		relvate	2		1		
-	Bural	Govt.			1		
## du		Privace					1
Secondary	Urban	govt.	7	<u></u>			December 1940
- 144		Private					Total Control of the
	Total	Goyt.	7	N	- QJa sanda Essad		Andread Section Comments
d defining and		Private			- Marie Balton Co.		
			والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة والمراجعة	and the second s			

SCHOOLS ACCOUDING TO CONDICION OF DOORS

BIHAR

STATE

Working order Windows in у 0 ļ 10 Working order Number of Sendols having Doors in 122 97 9 Lockable Building 601 (X) 7 Doors and Windows 50 painted 5 I ∞ **Hanagement** Govt. Private Private Private Private Private Private GOY t. Gov t. dovt. Govt. Gov t. ന Urban Total Rural rotal Rural Urban Area O Secondary Secondary School s Higher -

TABLE - 1

SCHOOLS AS PIR AREA, TYPE AND MANAGEMENT

4- ORADESH
HIMACHO
STATE

	-		Secon	Secondary Schools	ols			BIG	Migher Secon	Secondary Schools	318		OH	Total	-	
Area		Govt, 'Local	Local	Private Private	vate	Total	30vt.		Private	Private Unaided	rotal	Govt	Gowt, Local Body	Private Aided	Private. Unaided	Total
	School s	7	i Boαy	Alged	5	-	3	6	10	12	12	13	14		16	17
	Bovs	,	ſ	١	!	1	(((\	((((
	Girls	(((£	1	1		\	(1		l	(area Japan Contra
4 4	Coop	25		1	Andreas Carried Street	17-1		(_	Ļ.	139			(39
-3	Total	100	1	1	1	137	7	j	\		şţ.	1 34	at a Do's lead of the	1	And the second second	39
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	na or	_	1	-	1	1+	4	-		The state of the s	(-)	7	-			13
	Total	o K		- (K		١	1		7	<i>\C</i>				,t.
e 0	Girls	M.	1	1	1	175	3		(10	9		1	- ACCEPTAGE OF THE PARTY OF THE	2
H & .	Co-ed	32	1			33	2	-			8	7/7				117
3		10	1			139	13		\		13	г. Гс.			A Common Estimate de Casa de C	1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
	Total		-				A test management and a d	The District of the District o	A THE REAL PROPERTY.							

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LAND AVAILAELE AITH SCHOLLS

STAVES HIMACHAL PRADESH

School	9500	4 2 2 2 3 3 4 3 4 3 4 4 4 4 4 4 4 4 4 4				Land a	vailabl	e with so) slcod	available with schools (in square	meters)	
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	,			4200	2000	000/	10000	12000	20000	20000		
7	9	6	*	2	9	7	œ	0	10	11	12	13
	Rural	Gove.	1(7	7	7	-77	~:	1		6	100
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Secondary		ľ			cl	1-1	1		-	1		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
>	Urban			ł	١	1	((ļ	1	1	., ~
		Goyt.	7	10	' ()	6	17	7	K	7	1	- 17 - 17
	Total	Private	1		ì	1	١		ļ	1	1	
		Govt.		}	1	_	1	10		_		1
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Higher	47	Gowt.	ì	3	١	١	-	_	\	1.		
		Private		1	(ļ	!			1		
		Govt.	1	10	1	_]	7)	ļ	12		5
	Total	Frivate		١	١		١	}				7.44
A STATE OF THE PARTY OF THE PAR							,					

Note: 1. Local body schools have been clubbed with Government Schools.
2. Frivate Aided and Unaided schools have been clubbed together.

SCHOOLS ACCORDING TO PER CHILD LAND AVAILABLE WITH THEM

STATES HIMACHAL TRADESH

	_											
Schools	pres	Management	}:			Schools	according	2	per child	land (in	square	meters)
			Up to 1.00	1.01	3.00	3.01	5.01	10.01	15.01	20.03	Abov@	Total
7-4	- 5	3	**	1		-	c				20.00	· Espera
	Rural	GOW CTT (201)		1			10	0	10	9-4 4-1	12	13
			7	L C:	_	1	2	4	h	,	//	7
		Private	1	-								
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7.1	Urban	Private				-	0	1	1	-	1	Y
			1		1		_	1				-
		Government	1	1 22			1					
	Total	Private		\ \ -\ -\	-	-	+	1	79	_	· · ·	30.
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		Government	1		 			1	-			
	Rural	Drivate			, , , , , , , , , , , , , , , , , , ,			1,	_	_		4
1			1	1		1	1					
Higher Second-	Urban	Government) 				į	-			
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	100)						150	7			17
4 E		Private	1	,	ļ	-						
			-	-			1			· · · · · · · · · · · · · · · · · · ·	 	

percentage of Govered area on Ground Floor Against Total Area Available in Schols

STATE . HIMACHAL - MRADESH

Schools	Area	Management		Covered Area in	a percentage		
			Less than 25%	25/to less than 50%	50/to less than 75%	75% and above	Total
		Government	+ \	The state of the s		The real lates of the lates of	32
	Rural	Private					
Secondary		Government	7				()
	Urban	Private	Andrew Water Age Consideration 18, Single Standards		The remarks which the "T.) who is the same of the same	The transfer (18)	
		Government	-7	Minima da 18 de de la desta divinta and destado de la dest	The same of the sa	demonstrate or operation of the party of the	36
	Total	Private				e after material conditions that the second state of the second s	
		Government		ومعروسيستمده والم مستقد مردوسهر والآث أما تراول الما		And the state of t	+
	Waral .	Private					
Higher		Government	7				5
Secondary	Urban	Private		-			
	Total	Government					(2)
		Private				The state of the s	

- 5 . S. . S.

SCHOOLS ACCORDING TO FER STUDENT CLASS-ROOM COVERED AREA

STATE HINACHAL TKANE H

TA-L3 -6

SCHOLLS AS PER DEMARCATION OF BOUNDARY

HIMACHAL FRADESH STATE :

Area Man egement No Demarcation a Government Urban Private Government Government Government Government Government Government Total Private Government Total Private Government Total Frivate Government Frivate Government Frivate Frivate Government Frivate Frivate Frivate			1		D	Demarcation of Boundary	Boundary		
Rural Private &	SCHOOLS	Area	Management	No Demarcation		Ω	υ	খ	6
Rural Private			Government	(×)		<i>j</i>	('	C	11
Urban Private		Rural	Private				^		₹`B.
Urban Private 1 1 2 3 4 1 7 Total Private 2 3 4 1 7 7 Rural Private 2 1 7 7 7 7 Urban Private 2 1 2 1 3 Total Private L 2 1 2 Total Private L 2 3	Secondary		Government		Į.	()			
Total Private		Urthan	Dritt		_	_	~	_	1 7
Total Private CV 2 7 4 10 7 7 7 7 7 7 7 7 7			STRACE	1					
Total Private Rural Private Urban Government Government Total Private Total Private			Government	, , ,	,				-
Rural Private		Total	Private			+	1/7	ري/	4
Rural Private 2 1 3 Urban Private 2 1 2 Government L 2 3 Total Private L 3 3						1			
Rural Private 2 1 3 Urban Government 2 1 2 Government L 2 3 Total Private L 2 3			Government						
Rural Private Urban Government Government U Total Private						, —		ſſ	
Urban Government 2 1 2 Government L 2 3 3 Total Private		Rural	Private	1					
Urban Private Government Total Private	Higher		Goronmant		(1	.
Government L 3 3 3	Secondary	Urban	Driveta	-	7	~	7		
Government Private			אסאדדי		1				
Private		·	Government		1,	1	l,	C	
		Total	Privata			4	(-		1
				1	1	1			

Pucks compound wall/hedge/barbed wire in few sides only(1.e. Few sides yet to be covered). Q)

a) Fucka compound wall on all sides.
b) Barbed wire fencing/Hedge on all sides.
c) Partly pucka compound wall and partly hedge/barted wires on all sides.

²⁾ Wilhout A, b, c and ch about.

SCHOOLS AS PER ALTROACH ROADS, INTERNAL LEVELLING AND DRAINAGE SYSTEM

STATE HIMACHAL PRADESH

					Spanie de la contraction de la	Property levelled	Water tagnates in
Schools	Ares	Man sq ement	Metalled	Unmetalled Approach included	Togot magain	with adequate	the school presises
nang mang mang mengangkan			Roads	Water stagnates	Water does not staynate	drainede system	Season Nes Mo
				te	9	7 8	100 1
-	78	(M)	e r	n			
		Government	201	ķ	10		
	Rural	Private		,			
		Government	2		\		200
Secondary	n the	Private	_				A D
		dovernment	51	9	70	No.	
	retal	Private		<u></u>	1	XX	
		Government	r+		÷.		
	Rural	Private				24	
		Government	10				
	ra CLD	Private					
Higher		Government	7				
Tabonos a	Total	Private					
The state of the s							

SCHOOLS ACCORDING TO SPACE FOR MORNING ASSEMBLY AND DRVELCHERY UP THE CAMEUS

STATE , HIMACHAL TPKADESH

Schools	A 1.00	_			PARTICIPATION OF THE PERSONS			
	<u> </u>	ATE OF THE STREET	curificant space moining assembly	it space for assembly	Whether running in one campus	Whether running in one campus	Whether the	Whether the school campus has
			Yes	S.O	Yes	0.5	Yes	No No Manned manner
	2	F	*	10				
			, (/	ග	O.
	8	Private Private	27	Ç	32	4	2.1	
Secondary		BABATA						
Transport T		Government	1/2		/			
	Urban	Frivate	-		٥		17	N
				,			A CONTRACTOR OF THE PARTY OF TH	A CONTRACTOR OF THE PROPERTY O
•	F 4 4 5 E	Government	3.	7	22			
	10.04	Private	-		٠,٠	١	4.5	
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		South of the state	t		- ,			
		חבין ביותו ביונ	+	(+		17	7
4,4	water	FILVACE	((,	
		Government	17					
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STATES HIMACHAL PRADESH

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Note: P.B. -Pucka Building; T.H./K.B. -Thathed Huts/ Kachcha Building! T.A.- Tented Accommodation; O.S. -Open Space

TAEE -11

FIX. KA BUILDINGS AS PER YEAR OF CONSTRUCTION

STATE . HIMACHAL -PKADESH

		A CONTRACTOR OF THE PROPERTY O			Year of	construction	 ea	
Schools	4 0 0	rainay energy	Up to 1950	1951-60	1961-70	1971-80	1981 & onward	Total
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	Total	Joy ernm ent	2	7	0	1		K
~		Frivate			(1	

THELE -12

SCHOOLS WITH EXTRA LAED FOR EXPANSION AND THEIR BUILDINGS ACCORDING TO NUMBER OF STOREYS AND POTENTIAL IT OF CONSTANTION ON VEESA STOREY

STATE HID ACHAL GRAFFESH

Number of					School.	s with t	thools with extra land and instruction on upper storey	storey	Schools with extra land and potentiality of construction on upper storey	ity of		,
Storeys in the Building				Rural					Urban			
	Secondary	dary	Rugher	Algher Secondary	To	Total	Secondary	faci	Higher	Higher Secondary	Total	
	7.68	No	Yes	No	¥ 6.5	2.0	Yes	No	Yes	NO	Z es	No
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Single	u'	2		1	4	14)	7				W	
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TABLE -12 Contd.

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STATE: FIMECHAL PRADESH Number of Storeys in the Building	Secondary Higher Secondary Total Secondary Yes No Yes No Yes No Yes No Yes	3 7 8 9 10	l l	Three Total 3	

TAIL \$ -13

SCHOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS, ROUES, AND PLOCES

STAR : HIMACHAL PRAJESH

1	Schools	A Area	Managanant					×	under of	Number of Schools Having	Havin	720					t over the complete property	
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			Private	1	_	1	ı	1	l	\		١	1	1	1	1		11

SCHOOLS WITH FUCT BUILDINGS AND TYPE OF FINISHING PROVIDED FOR MASCHARY WORK

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STATE: HIMACHAL PRADESH

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Î Î					September 1971 Consultation					-		

SCHOOLS WITH PUCKA BUILDINGS AND MATERIAL USED IN DOORS & WINDOWS

STATE: HIMACHAL PRADESH

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SCHOOLS WITHDOWN BUILDINGS AS PER DOOR/

STATES HIMA CHAL PRADESH

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TAELS - 17

SCHOOLS WITH KACHCHA BUILDINGS/THACHED HUTS AND TYPE OF WALLS, ROZZ AND PLOORS

STATE: HIMPCHAL PRADESA

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SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT AND VENTILATION द्रम्बर १८

TAHLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS, FIXTURES AND SITIATION OF BLACKBOARDS

STATE HIMACHAL TORADESH

STATE					Charles and the second		STANDERSON BROWN TO THE PROPERTY OF THE PROPER	
			Schools having adequate electrical fittings and fixtures	dequate elecand fixtures	Schools havir condition of fittings and	Schools having satisfactory condition of electrical fittings and fixtures	Schools having blacking in most of the rooms free from sun glazes	Schools having black-board in most of the rooms free from sun glazes
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STATES LIMITCHAL TRADESH

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TABLE &

SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

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Schools	Area	Management	School	Residential purpose	Temple/Unaramondra/ Religious Place	Ghar	-	1	111)	TA TA	Total of 1)	lotal
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SCHOOLS RUNNING IN RENT-PREE BUILDINGS AND THE PURPOSE FOR WHICH EVILLDINGS WERE CONSTRUCTED

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					Purpose for all		Any other	ther			
Schools	Area	Management	Temple/Mosque Church/	Private House	al/ ayat	a', 3 ~ (3	(7)	111)	ŢΔŢ	Total of Grant	سام د ح
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TABLE 23

REGILAR USE OF SCHOOL ACCOMPODATION FOR PURPOSE OTHER THAN TEACHING

STATES HIMACHAL TRADESH

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Schools	Area	Managenent	Accommodation not used for Management other than Teaching	Another 3ch∞l/ College	Private Part- time	1	Community Library/ Recreation Room	Pancha- yat Meetings	Reli- gious Gathe- rings	Family Wel.* Fare	Weekly Bazar	Any other
			parpose	7	9		8	6	10	11	12	13
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SCHOOLS ACCORDING TO SHORT HIS DE CLASS ROOMS

STATE. HIMACHAL PRADESH

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SOURCES OF FUNDS FOR ADDITIONAL CRISTRUCTION IN SCHOOLS

STATE: HIMACHAL MRADESH

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TAILS 26

SCHOOLS ACCORDING TO MIN-BER OF SCIENCE LABORATORIES

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STATE: HIMACHAL	schools	1	T DOY OF	dary		Hlgher	Secondary	•

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SCHOOLS ACCORDING TO SUBJECT-WISE LABORATORIES
AND OTHER PAINTED SPACES IN THEM

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STATE: FIMACHAL PRAJESH

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SCHOOLS ACCORDING TO PACILITIES AVAILALLE AND SPECIAL BOTTLENECKS IN THE LABORATORIES

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TABLE 2

SCHOOLS HAVING SURJECT BOOMS

SCHOOLS HAVING LIBRIAN

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Library in schools	Space Adequate according to Schools		4-4		
TRADESH ment	Number of Schools having library room	- (4)-	7 - 6	+116	12
HIMACHAL TR Area Management		Rural Govt.	Total Govt.	Aural Govt. Urban Govt.	Teal Private
STATE: L		Secon- dary		H gher Second	<u> </u>

TARKS - 31

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SCHOOLS HAVING ROOMS POR ADMINISTRATION & OTHER FURPOSES

STATE: HIMACHALTRADESH

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TABLE-32

STROOLS HAVING SERVICE ROOMS

STATES 4/MACHAL PRADESH

Schools	Area	Mangement		ы СЭ СЭ	0013			P C	5 F	
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TABLE 33

WITH ANCILLAHY SPACES

SCHOOLS

STATES HIMACHAL TRADESH

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Schools	A 788	Management			SCHOOL	₩.		H	E I A V	.		
			Hobbles club Room	Space Adequate	Audio-Visual Room	Specs Adequate	School Museum	Space Adequate	Assembly Hall	Space Ade- quate	Boys Common Room	Space Adequ- ate
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TABL 3-34

STATE: HIMACHAL TRADESH

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TAR 3-35

SCHOOLS HAVING VOCHTICNAL LABORATORIES /WORKSHOPS

ad-quate according to school authorities									
No. of Schools having rocational laboratories/works.ops									
STATE: HIMBCHAL TPARDESH Schools Area management Schools Wocational Zebeation is Education is Education is	1 2 3 4	Rural Govt.	Socondary Urban Govt.	Private Total Govt.	Private	dort. Private	Secondary Uraban Govt.	Total Govt.	Private

TABLE 36

SCHOOLS ACORDING TO DRINKING WATER FACILITY

STATE: H	MACHE	STATES HIMACHAL TORADESH							September of the septem		
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Notes a) - Hend Pump; b) Running water tap within building;

c) - Well in the school Compound; d) Water is brought from outside and stored in polyside and stored in

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#1 * SCHOOLS ACCORDING TO TOILET FACILITY WITHIN/OUTSIDE THE BUILDING

STATES HIMACHAL PRADESH

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SCHOOLS ACCORDING TO PLAYGROUNDS & THEIR AREA

STATE: HIMHCHAL PREDESH

Schools	Area	Management) UoS	Schools having	playgrounds	ds.		School	s having	Schools having playgrounds outsids	unds out	side
			· bs	meters)	Raye) snd	117		EDe CEL	apus (are	sa in Sq.	meters.	
ı			Less than 1000	1000 to 1999	2000 to 4399	5000 to 9339	10000 and and above	Less than 1000	1000 to	2000 4999	to 5000 to 3993	10000 and above
ri	83	ဗ	4	3	9	2	8	6	10		27	13
	Rural	Gov t.	-	Į.	ıc	4	3				-	
		Private	((1	-		1		_[(1
Seco	Urban	Gov tt,	-	_	7	1				(- -	
ndary		Private	١	1	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	1	ı	l	-			
era e ^{n m} ¶ertes der en	Total	Govt,	71	9	*	7)	-				
		Private	1	1	1	(1	1		\	·	
	Rural	Gα, t'	m			(7		7			
H ohe		Private)	1		1		(
Secon- dary	Urban	govt,	7				\)	١			
-		Private	1	1	١	١	1	1			-	
-	Total	Govt.	5	(7		7	(
		Private	(\	1	\	1		(
•								The state of the s	-		-	`

SCHOOLS ACCORDING TO COVERED SPACE FOR INDOOR CAMES

STATES HIMBCHAL PRADESH

Area Rura Bur Bur Bur Bur Bur Bur Bur Bur Bur Bur	Hange in Go	Humber of schools haring the facility 4	Schools have (250 to 100 100 100 100 100 100 100 100 100 10	s hawing (area 100 100 100 6	aving covered area (area in Sq. mtrs.) to lot to 150 200 g 7 8		for indoor games 250 250 300 9 10	251 to 300 10	301 to 400 TI	401 to 500 125 125 125 125 125 125 125 125 125 125	Aboye 5CU 13
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SCHOOLS ACCOADING TO CATTERN AND CYCLE STAND

STATES HIMACHAL TRADESH

Rural Grat, Secon- Urban Govt, dary Total Govt, Aural Govt,			School	e AUT			,
Rural Total Total Aural		Permaneset Canteeu in the Building	Permanant Canteen in the Campus	Temporary Canteen in the Campus	No Canteen	A Cycle in the C	Stand Compus No
Rural (Total Total Gural		4	S	10	~	œ	රා
Rural Total Total Aural		ļ			32		7
Total Aural	17. 40.	1	•		((
Total		(Į	9	1	9
Total Rural	ate		(١	
Rural			(4)	\	36	~	37
Aural	ате)	\	ļ	37.7	١	~_
1879					q	(4
	12 42 40	1	•		ì	(
מסעינו		7		3			10
	ata		Ę	,	١	\	
Total Gove		3		3	4		7
Private	ate	((1	1	\	

TABLE - 42

STATE: HIMACHAL PRADESH SCHOOLS A

SCHOOLS ACCORDING TO HOSTEL FACILITY

Schools	Area	Management	Schools	Schools	Rooms in Hostels	Wind a second
7			Fostel Facility	Hostel 10 20 18	31, 41, 51,	
•	2	3			ייי מייי מייי	
	Rural	Govt. Private	.60	5 5 - 8	9 10 11 12	intaka capacity
Secondary	Urban	Gevt. Priveta				
	Total	Govt. Private	16	5 5		
	Rura1	Govt. Private	1			
Higher Secondary,	Urban	Govt. Private	6	7 3		
	Total	Govt, Privace	3	7 3 2 1		

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SCHOOLS ACCORDING TO MINITENANCE OF FELLEDINGS AND SCHOOLS ACCES OF FINDS FOR THE SAME

HIMACHAL TRADESH

STATE :	H	HIMACHEL INTIBSE	1)25 H				The state of the s	1	- Company and the state of the	
schools	Area	Managarent	Schools	60	Sot	Source of	runds for main	maintenance of building	ling	
			Periodical mainterance of building Yes	as Edge	Covernment	Lo cal	Management (For Private Alded and Unalded Schools)	Contributions from Community	Fees From Students	Any other
			*	í	9	7	80		10	1 and
-	, ,	<u> </u>	000	4	23	4	}	1	7	}
	PAT TO	Private	1			\ ,		1	1	1
	, , , , , , , , , , , , , , , , , , ,		7	4	3	(9	(
Secondary	E CTO	Private			1					
	4	4.5	32	23	26	7	,	-1	47	ſ
٠	בסרקד הסרקד	Private		\	\	١			1 ;	1
	5	\$ C		2	7		١.		7	,
	70104	Private	V)				,		}
41 cher		4	lco		10				(n)	1
Secondary	d de de de de de de de de de de de de de	Private	1	\	١	()	-
			б	7	6	Í	\ ;		6	\
	Total	Private		1	\				1	}
			-	_						

SCHOOLS ACCOADING TO BANTSTS IN BUILDING

The state of the s

STATE : HIMACHAL PRADESH

the in wool in walls the in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 31% in wo in 26% in 26% in 31% in wo in word in w	Schools	Area	Management	Yumber of		Schools	ls affected	cted by	y dampness		according	to to	Percantage	Ç	Rooms	
Rural Govt.		1	_	having demp-	Pan)	1			Den."	1658 1	1 Roofs		Demores Propre		i
Rural Gort.	,			ness in the Bullding	in auto 25% Rocas		2 46		in up to 25% Rooms	1n 267 tc50% Rooms	in 51% to 75% Rocms	Poces Roces	10.25%	00 2 E	n 51/ to 75 kooms	In about 1754 Rooms
Hural Govt.	188 1	2	3	ঝ	0	မ	Em	က	6	10	11	15	13	14	15	9
Private		Rural	Gov t.	7	60	,	4	2	4	~	-	1	3	-	~	4
Urban Govt.			Private					١	ı	1	ı				1	1
Total Govt.	I.	Urban	Govt.	7	3				5	_	١, ا	(ω	1	-	
Total Govt. 8 6 2 4 2 0 4 1 6 Sural Govt. 2 -	Secondery		Private				\	(l l	l	1	1	1		ı	t
Bural Govt. 2 — I — <th< td=""><td></td><td>Total</td><td>Govt.</td><td>81</td><td>7</td><td>7</td><td>7</td><td>7</td><td>6</td><td>4</td><td>-</td><td>_</td><td>2</td><td></td><td>_</td><td>4</td></th<>		Total	Govt.	81	7	7	7	7	6	4	-	_	2		_	4
Sural Govt. 2 — <td< td=""><td></td><td>باللفاة المذاب ليد</td><td>private</td><td></td><td>1</td><td>ĺ</td><td>\</td><td></td><td></td><td></td><td></td><td></td><td> </td><td></td><td></td><td> </td></td<>		باللفاة المذاب ليد	private		1	ĺ	\									
Private		Rural	Govt.	7		1	(-	1	\		- (-			
Urban Govt.			Private	1	(1	- (1		(-	1
Total Govt.	Horora	Urban	1	h	7		-	,	d				,			1
Govt. 6 2 - 1 Private	Secondary	متاجع مجاور بندر	Privete		ļ.							1	1	-	•	
Private	~	Total		70	7	1		Personal party	20					1		
		وښر ۵ د د	Private	}		(\	-		l	1	<u> </u>	 			

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SCHOOLS :CCO.DITS TO LEAKINGS THIN ROOPS

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Schools

LABLE - 46

SCHOOLS ACCOLDING TO CONDITION OF BUILDING

STATE - HIMACHAL TRADESH	

Schools	4700			The state of the s		
	₫ •	Management		Number of 3\$5.501s hadan	haring	;
			Doors and Windows	Lockable	7.8 fm	'
-1	2	3	משדחיפת		Wolking order	Windows in Working order
	Rural	Govt.	11.4	o : c	; }	
		Private			7-	22
Secondary	Urban	Goyt.	4			
		Private			5	17
	Total	Gov t.		7.2.		
		Privere			34	76
	dural	Govt.	7		,	,
Higher.		Private			4	1
Secondary	Urban	Guvt.				1
		Frivate	bered		()	· ·
	Total	Govt.	12	7		<u> </u>
		Patrote				0/
			Control of the contro			*

TABLE - 1

SCHOOLS AS PER AREA, TYPE AND MANAGEMENT

			Cachandary	dary Schools	s loc			Higher	1	Secondary Schools	213		Total	4		
			110000	Tank						10	ferol.	1000	1,020	Drivato	Drivate	Total
Area	Type of	Govt.	_	3		Total	3044	Local	Private A13ed	rnalded	10.01				Unaided	
	School s	-	Boar	Aided	Und)	-	en en	5	10	11	12	13	1.4	1	16	13
4	7		*		-	7	1				~		[ſ	Ч	ω
(CI	Boys		١		-	1	j						-	Andrew Continue of the last		
	G 1 a	1	1	-		Ч	1	1	1				1	- House of the Control of	And the second second	
iz e	8 7 7 7	20	_	47		37	9	1	ιν	1	d	Z 00	_	52		108
بر پ	100 E	2 4	-	2.7	0	5	16	,	15		22	49		53	10	13
=	78704			2 2	1	0	2	Agriculture of 12 Page 1975	7		5	3	1	7	1	5
, ex	Boys] .	1	2		71			7.		8	, 12	١	7	1	24
ga) .	Girls	6	1	2	-		00		1 2		61	5		7		30
4 ½	Co-ed.	-	1	2				-		THE RESERVE OF THE PARTY OF THE		- 20	-	28	-	67
E .	Total	3	١	30		せよ	<u>r_</u>	-	8		7.5	2		2		0
		-	1	Ü		7	3	ı	Ч		9	+1		7	7	2
H 0	Girls	- -	1		-	8	9	1	7]	∞	7		13	Control of the state of the sta	26
HK		39		5.7	CO	501	57		6	1	33	63		99	co	138
J.		74		78	0	135	33		13		5	5L i		-6		182
	Total	-		The second second second		******	***	Sanger and market	the sections	The same of the late of the la						

LAND AVAILABLE WITH SCHOLLS

STATES KARNATAKA

	_					Land a	vailable	s with s	available with schools (in square	In square	meters)	
Schools	Arsa	Manag ement	Lass than	1001	2501	\$00€	7501	10001	15001	20001	Above	Total
			1000	40	40	Q,	to	t 0	t t	40	20000	
		1		2500	2000	7500	10000	15000	20000	20000		
	7	3	**	S	9	7	89	o,	10	4-3 0-4	12	13
	Rural	Govt.	1	<u>_</u>	3	3	7	S	S	8	1	34
		Private	_	4	2	١	3	9	ा०	7.4	ſ	57
Socmolan		GOVE.	5			i		ካ	l	ī	_	13
0	Urban	Private	Ø	Ŋ		2	7	2		8	7	3.
,		Goyte	5	نع	<u></u>	3	3	b	S	છ	-	۲ ا
	Total	Private	5	2	4	2	2	8	=	32	7	88
		Govt.		7		7		-	٦	7	3	16
	Rural	Private)	١	1	_	7	-	1	9
Higher		Govt.	7		2	7	2	7	7	3		
Secondary	Urban	Private			1		١		_	3		8
		Govt.	23	3	3	Ų	3	7	S	7	J -	33
	Total	Private	7	7	1		1	7	w		١	<u> </u>
	UAP	-	LOCOL STATE TONG	1.	1000	hluhad	have heen Allibhed with Government	Township	* School	4		

Note : 1. Local body schools have been clubbed with Government Schools.
2. Private Aided and Unaided schools have been clubbed together.

TABLE - 3

SCHOOLS ACCORDING TO PER CHILD LAND AVAILATER WITH THEM

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	neters)	13	57	3 8	88	6	33
,	Above 25.00	13	7	71	10	5	7 5
child land (in	25.00	-		7 7	m 1	1	7 1 7
per child	15.01	10	44	7 7	りた		1 10 1
10	10.01	0			7	1 7	151
according.	5.01	t o	1 -	4/2	011-	- w	- 10/4
Schools	m 0	-	77	716	+	1 0	11001
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1 1	H W		_	2 - 2	1 - 0		(7)
	1.00 1.00			2-1-			
Management	m	Government Private	Government Private	Government Private	Government	Government Private	Government Private
pres	74	Rural	Urban	Total	Bural	Urbun	to The Table
Schools	, ,,,	•	S cond.	# # ·	-	Second-	

percentage of Cowered area on Ground Floor Against Total Area Avaliable in Schools

STATE: KARNATAKA

-			The second persons the second	Covered Acas in percentage	percentage		
Schools	Arca	Management	Less than 15%	25/ to less than 50%	50/to less than 75%	75% and above	Total
	1	Government	2.2	2		_	34
	Rurel	Private	5			5	57
Secondary		Government	1-2				-3
	Urban	Private	20	S	3	2	31
		Government	34	5		5	
	Total	Private	100	1 12	Ç	Co	38
		Government		A de la later de l	7	7	91
	Rural	Private	J			The state of the s	6
		Government	(0)				
Higher Secondary	Urban	Private	9				
	+ (Government	6	8	3	2	33
	3	Private	9]	7	7		2
	1						

Thirty ...

SCHOOLS ACCORDING TO PER STUDENT CLASS-ROOM COVERED AREA

STATE KARNATAKA

Private 4 7 3 6 2	Gort. 2	1) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Private	GOAT.	70	a to variable and	20 27 20 27 20 27 20 27 20 27 20 20 27 20 20 20 20 20 20 20 20 20 20 20 20 20	59. 1.50	1.00%less than 1.25 than 1.25 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	2128	than	1ess than 0.50 2.50 2.50 2.50 2.50 2.50 2.50 2.50	Goot. Private Goot. Private Goot. Private Goot. Private Goot.	Rural Total fural Total Total	Secondary Higher Secondary
Goot. 2		Fotal Private 25 18 16 10 9 10 Rund Brivate 6 2 4 - 4	Total Private 25 18 16 10 9 4 4 5 20 20 4 10	Total Private 25 6 4 5 20 Rund Govt. 6 2 4 5 20 Rund Private 6 2 4 7	Utban Private S 7 S 6 4 4 Total Private 25 18 16 10 9 Rural Govt. 6 2 4 - 4 Govt. 6 2 4 - 4	Urban Private 6 2 1 3 6 Total Private 25 18 6 4 4 5 20 Rund Govt. - 6 2 4 - 4 Govt. - 6 2 4 - 4 Govt. - 6 2 4 - 4	5	J.		7			J	***************************************	Urban	
Private 2 2 7 7 Goot	Driver.	Total Private 25 18 16 10 9 10 Rural Private - 6 2 4 - 4	Total Private 25 18 16 10 9 10	Total Private 25 18 6 4 4 5 20 20	Urban Private S 7 S 6 4 4 Govt. Private 25 18 16 10 9 Rund Private - 6 2 4 - 9	Urban Private 5 7 5 6 4 4 Total Private 25 18 16 10 4 Rural Govt. - 6 2 4 - 20 Rural Private - 6 2 4 - 9		7				-		Govt.		dary
Urban Private 2 2 7 Total Gove	Urban Brigat.	Private 25 8 6 0 9 00 9 10 10	Private 25 18 16 10 9 10	Govt. 4 5 6 4 4 4 5 20 10 9 10 10	Private S 7 S 6 4 4 Govt. 11 4 S 5 2 20 Govt. 6 7 10 9 10	Govt. 6 2 1 4 5 6 4 4 5 6 4 4 4 4 5 6 4 4 4 4 5 5 5 5 4 4 4 4 5 5 2 2 2 4 4 4 4 5 5 2 2 2 2 2 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 2 2 2 2 2 2 3 4 10 9 <td></td> <td>حر</td> <td>1</td> <td>J </td> <td>1</td> <td></td> <td>{</td> <td>Private</td> <td></td> <td>ier</td>		حر	1	J	1		{	Private		ier
Urban Private 4 7 2 2 7 7 Potal Govt.	Govt.	Private 25 18 16 10 9	Private 25 18 16 10 9	Govt. 11 4 5 6 4 4 4 5 Private 25 18 16 10 9	Private S 7 S 6 4 4 Govt. II 4 S 6 4 4 Private 25 I8 I6 10 9 7	6 2 1 2 6 Private S 7 5 6 4 4 Private 25 18 16 10 9	800	01)	9		2000	Rural	
Rural Govt. 4 10 Total Govt. 4 7 7 Total Govt. 2 2 2 7	Rural Brivate 6 2 4 - 10 Govt. 4 - 3	Private 2	Private 2 5 5 2 2	Govt. 11 4 5 6 4 4 4	Private S T S Govt. Private S S S Z Z Z	## Brivate 5 7 5 6 4 4 4 5 5 5 5 5 2 20	5	-	ŭ	01	9	2 0	7.5			
Rund Govt. LS 18 16 10 9 10 Fival Private L L L L L L L Total Govt. L <t< td=""><th>Rural Govt. 6 2 4 - 4 Govt. 4 - 3 Uzban Drivat. 4</th><td></td><td>1) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td><td>Govt.</td><td>Private S 7 S 6 4 4</td><td>6 2 1 5 6 Private 5 7 5 6 4 4</td><td></td><td>20</td><td>7</td><td>S</td><td>0</td><td></td><td></td><td>Private</td><td>Total</td><td></td></t<>	Rural Govt. 6 2 4 - 4 Govt. 4 - 3 Uzban Drivat. 4		1) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Govt.	Private S 7 S 6 4 4	6 2 1 5 6 Private 5 7 5 6 4 4		20	7	S	0			Private	Total	
Urban Private 2 1 1 4 5 6 Urban Private 25 18 6 4 7 9 7 9 7 9	Govt. 6 2 1 1 4 5 6 Total Private 25 18 6 4 4 5 20 Rund Govt. 6 2 4 7 9 Urban Govt. 4 10 9 10 Urban Private 4 1 1 4	3 doyt. 6 2 1 1 2 6 5 6 7 5 7 5 6	Govt. 6 2 6 7	Boyt. 6 5 6	70			7.	7	5	5	1		Private	Rural	ndary
Rural Private 20 11 4 2 17 Urban Private 5 7 5 6 4 4 5 6 Total Private 25 18 6 4 4 4 4 5 5 6 4 5 2 2 4	Rural Private 20 11 4 2 17 Urban Private S 7 S 6 4 4 2 17 Total Private 25 18 6 4	Rural Private 20	Rural Private 20 1 1 1 4 6 2 6 Urban Private 6 2 1 7	Rural Private 20 17 17 6 5 6	Rural Private 20 17	Rural Privata	10	CON	co	,		0	l'	Govt.		
Rural Private 5 2 4 4 2 17 Urban Private 2 11 11 4 5 6 Total Private 25 18 6 4 5 20 Kural Govt. 4 5 5 4 7 4 Total Private 2 8 6 2 4 10 Govt. 4 5 5 4 - 4 Total Private - 4 - - 4 Total Private - 4 - - 4 Total Private - 4 - - - - Total Private - <th>Rural Private 5 2 4 4 2 17 Urban Private 2 11 4 5 6 Total Private 25 18 6 4 4 Kural Govt. 4 5 5 2 2 Urban Private 4 5 6 4 4 Sural Govt. 4 5 6 7 4 Urban Private 4 10 9 7 9</th> <td>Rural Private 5 2 4 4 2 17 Goyt. 6 2 11 4 5 6 Urban Private 5 7 5 6</td> <td>Rural Private 5 2 4 4 4 2 17 Sural Private 20 11 11 4 5 6 Urban Private 6 2 1 7</td> <td>Rural Private 5 2 4 4 2 17 Sural Private 2 1 7 6</td> <td>Rural Private 5 2 4 4 2 17</td> <td>Rural Privata 5 2 4 4 2 17</td> <td></td> <td></td> <td>1</td> <td></td> <td>9</td> <td>5</td> <td>*</td> <td>7</td> <td>4</td> <td></td>	Rural Private 5 2 4 4 2 17 Urban Private 2 11 4 5 6 Total Private 25 18 6 4 4 Kural Govt. 4 5 5 2 2 Urban Private 4 5 6 4 4 Sural Govt. 4 5 6 7 4 Urban Private 4 10 9 7 9	Rural Private 5 2 4 4 2 17 Goyt. 6 2 11 4 5 6 Urban Private 5 7 5 6	Rural Private 5 2 4 4 4 2 17 Sural Private 20 11 11 4 5 6 Urban Private 6 2 1 7	Rural Private 5 2 4 4 2 17 Sural Private 2 1 7 6	Rural Private 5 2 4 4 2 17	Rural Privata 5 2 4 4 2 17			1		9	5	*	7	4	
Rural Private 2c 1/1 4 2 1/7 ucban Private 2c 1/1 1/1 4 2 1/7 ucban Private S 7 S 6 4 A G 6 4 4 A B <th>Rural Private 2 4 5 2 4 4 2 17 Uchan Private 2 11 11 4 2 17 Ichan Private 5 7 5 6 4 4 Kurd Govt. 11 4 5 5 2 2 Variate 2.5 18 16 10 9 10 Urban Private 4 1 2 2 4</th> <td>Rural Private 5 6 7 8 9 Rural Private 2c 11 4 4 2 17 Govt. 6 2 11 4 5 6 Urban Private 5 7 5 7 5</td> <td>Rural Private 2c 4 4 2 17 Govt. 6 2 11 4 5 6 Urban Private 6 2 1 4 5 6</td> <td>Guyt. 5 6 7 3 9 Rural Prilvate 2c 11 4 2 17 Goyt. 6 7 6 7 6</td> <td>Rural Private 20 1 4 4 2 17</td> <td>Rural Private 5 6 7 3 9</td> <td>above</td> <td>20 &</td> <td>es en</td> <td></td> <td>than 1.00</td> <td>40</td> <td>0.50</td> <td></td> <td>2</td> <td>1</td>	Rural Private 2 4 5 2 4 4 2 17 Uchan Private 2 11 11 4 2 17 Ichan Private 5 7 5 6 4 4 Kurd Govt. 11 4 5 5 2 2 Variate 2.5 18 16 10 9 10 Urban Private 4 1 2 2 4	Rural Private 5 6 7 8 9 Rural Private 2c 11 4 4 2 17 Govt. 6 2 11 4 5 6 Urban Private 5 7 5 7 5	Rural Private 2c 4 4 2 17 Govt. 6 2 11 4 5 6 Urban Private 6 2 1 4 5 6	Guyt. 5 6 7 3 9 Rural Prilvate 2c 11 4 2 17 Goyt. 6 7 6 7 6	Rural Private 20 1 4 4 2 17	Rural Private 5 6 7 3 9	above	20 &	es en		than 1.00	40	0.50		2	1
2 3 4 5 5 6 7 8 1.50 & above T	2 3 4 5 5 6 7 8 1-25 & 1-20 &	2 3 4 5 than 1.00 than 1.25 than 1.50 & above T gover. Govt. 5 2 4 4 4 2 17 Govt. 6 2 1 1 4 5 5 6 Urban Private 5 7 5 6	2 3 4 5 5 than 1.00 than 1.25 then 1.50 & above T Govt. 5 2 4 4 4 2 17 6 5 6 17 5 6 17 6 5 6 6 17 6 6 17 6 6 17 6 6 17 6 6 17 6 6 17 6 6 17 6 6 6 17 6 6 6 6	3 3 4 5 6 1.25 then 1.00 then 1.50 & above T a gove T a g	3 3 4 5 than 1.00 than 1.25 than 1.50 & above I and Bural Private 20 11 11	3 3 4 5 than 1.00 than 1.25 than 1.50 & above I Rural Private 5 2 4 4 2 17		130	Sq.	1 Overed Ar	1 -	0.50 &	less than	···	•	
1	2 3 4 5 5 6 7 8 1.25 & 1.50 & above 1 2 0.75 & less 1.00 & then 1.50 & then 1	1 1 1 1 1 1 1 1 1 1	1 3 4 5 6 75 & less 1.00% less 1.25 & less 1.50 & above T a govt. 8	2 3 4 5 6 1ess 1.00% less 1.00% less 1.50 & above T doubt. 3 4 5 5 6 7 8 9 9 8 17 8 9 8 17 8 17 8 17 8 17 8	1 less than 0.50 & less 0.75 & lass 1.00 & less (in Sq. mtrs.) 3 3 4 5 5 6 7 8 9 Rural Private 20 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 ess than 0.50 & less 0.75 & lass 1.00xless 1.25 & less 1.50 & above T Govt. 5 5 2 4 4 4 2 17						TO W				

TAILS -6

BCHILLS AS PER DEMARGETICM OF BOUNDARY

KARNATAKA STATE &

				De	Demarcation of	Boundary		
Schools	Area	Han sg ement	No Demarcation	es e	Д	υ	70	•
		Government	15	3	3	7	7	7
	Rural	Private	20	К	12	10		8
Secondary		Government	S	7		7		7
	Urban	Private	∞	9	5	\(\scrip^2\)	9	2
		Government	20	S	-J-	J	(5)	5
!	Total	Private	28	5	2	12	0)	=
		Government	J	Т		1	2	5
	Rural	Private	-	-		(_	2
Higher		Government	ر رک	8	Ţ			5
Secondary	u como	Private	7	7	1	1		7
		Government	6-	7	15	1	2	5
	Total	Private	2	2			7	5

a) Fucka compound wall on all sides.
b) Barbed wire fencing Hadge on all sides.
c) Partly pucke compound wall and partly hedge/barbed wires on all sides.

ey Wilkrut a, b, c and of obsert.

SCHOOLS IS PER ALTROACH ROADS, INTERNAL LEVELLING AND DRAINAGE SYSTEM

STATE: KARNATAKA

1 2 3 4 5 5 Government 21 1		Unnetalled Approach Roads	-	Propert	Property levelled	Water of	Water 'tagnates in the school premises
2 3 4 6 600 600 600 600 600 600 600 600 600	Water		Water does not stagnate	drained	drainage system	Season	the rainy
2 3 4 Government 21 Urban Private 27 Government 27 Government 32 Government 32 Government 13 Government 3 Government 3 Government 3 Governme						Yes	ON
Rural Private 27 Urban Government Government Government Government Government Government Government Government Government Government Government Government	L		9	٤-	83	Ø	10
Rural Private 27 Government 11 Government 32 Total Private 52 Government 13 Government 13 Government 17 Government 17 Government 17 Government 17 Government 17	=		2	2	24	7	12
Urban Private 25 Government 32 Total Private 52 Rural Private 6 Government 13 Government 17 Urban Private 6 Government 17 Government 70			20	28	29	8	7
Urban Private 25 Government 32 Total Private 52 Government 13 Government 17 Urban Private 6 Government 77	-			-5-	5	2	۰۰
Total Private 52 Government 13 Guvernment 13 Guvernment 17 Urban Private 8 Government 17 Government 17	-			74	Ĭ,	7	S
Total Private 5.2 Government 13 Government 6 Government 17 Urban Private 8 Government 17			2	7	33	1.5	8
Sural Private 6 Government 13 Government 17 Urban Private 8 Government 30			20	52	36	10	26
Aural Private 6 Government 17 Government 8 Government 30				ェ	12		5
Urban Private 8 Government 7	-			7	J		3
Urban Private 8 Government 30				=	ب	5	7
Government 30				5	3	Ч	
				15	CA		
Total Private	7		1	<u></u>	7	6	

SCHOOLS ACCORDING TO THEIR SITE AND CATCHMENT AREA

STATE: KARNATAKA

Area	Schools		School	School site is fr	free from			Located	Located properly in
	,	Heavy traffic	raffic	Noisy env	environment	Noxdous	Noxious industries	V.	ver ver ver ver ver ver ver ver ver ver
		≅ e X	¥0	Yes	- No	Yes	O _M	3	9
-	2	~	-	ۍ	9	7	œ	65	10
	Boys	63	b	2		4			2
Bural	Girls	7	ı	7	[7	(7	1
	Co-Educational	18	21	48	42	82	26	62	72
	Total	2	2	89	24	78	27	75	
	Boys	=	+	17	2		7	7	
•	Giris	=	0	9	8	20	, ,	24	
Urban	Co-educational	1 22	8	81	12	18	12	78	2
	Total	47	22	911	23	149	20	99	6

TAELE -9

SCHOOLS ACCORDING TO SPACE FOR MORNING ASSENDENT AND DRVELOPHENT OF THE CLAPPIS

STATE: KARNATAKA

1 2 3 4 5 6 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	Schools	Area	Hanag ament	Sufficient space morning assembly	it space for issembly	Whether running in one campus	Whether running in one campus	Whether the	Whether the school campus has been developed in a planner
2 3 4 5 6 7 8 Rural Private 35 1 30 4 22 1 Government 12 1 13 - 7 6 Total Private 87 1 80 87 1 15 Urban Private 87 1 80 75 1 Urban Private 8 - 6 - 6 Urban Private 8 - 6 - 6 Government 17 - 16 1 8 Government 17 - 16 1 8 Total Private 8 - 8 - 4 Government 33 - 31 2 2 Total Private 8 - 10 10 Total Private 13 1 14 - 10 Total Private 13 1 14 - 10 Total Private 13 14 - 10 Total Private 13 14 - 10 Total Private 13 14 - 10 Total Private 15 1 14 - 10 Total Private 15 1 14 - 10 Total Private 15 1 14 - 10 Total Private 13 1 14 - 10 Total Private 15 1 15 10 Total Private 15 15 15 15 15 Total Private 15 15 15 15 15 15 Total Private 15 15 15 15 15 Total Private 15 15 15 15 15 15 15 1			1	Yes	NO.	Yes	OM	\$ 60 >-	No
Rural Private S6 I S0 4 22 Urban Private S1 6 L5 1 L5 L5 L5 L5 L5 L5 L6 L5 L6 L5 L6 L7 L6 L7 L6 L7 L6 L7 L7 L7 L7 L7 L7 L7		2	3	4	\$	9	7	кo	6
Rural Private 56 1 51 6 L2 C Government 12 1 13 - 7 C Government 45 2 27 C Total Private 87 1 80 87 1 Rural Private 5 1 6 - 6 Urban Private 8 - 6 6 Government 17 - 16 1 8 Urban Private 8 - 6 6 Government 33 - 31 2 2 Total Private 13 1 14 - 10			dovernment	33		30	t	22	12
Urban Private 12 1 13 - 7 6 Total Private 31 - 29 2 27 0 Rural Private 87 1 80 8 75 1 Rural Private 5 1 6 - 6 - 6 Urban Private 8 - 8 - 4 6 Total Private 8 - 4 6 - 4 Total Private 13 1 1 2 2 2		Rural	Private	56		S	9	(3)	6
Urban Private 31 - 29 2 27 L Total Private 87 1 86 8 75 1 Rural Private S 1 6 - 6 - 6 - Urban Private S - 16 - 6 - 6 - Government 17 - 16 1 8 - 4 Government 33 - 31 2 21 ary Total Private 13 1 14 - 10	Secondary		Government	1.2		13	-	_	9
Total Government Urban Private 87 1 80 8 75 1 Rural Private S 1 6 - 6 - 6 Urban Private S - 16 1 \$ Government 17 - 16 1 \$ Government 33 - 8 - 4 Government 33 - 31 2 21 Frivate 13 14 - 10		Urban	Private	31	1	29	7	27	7
Total Private 87 80 8 75 1 13 1 13 1 15 1 15 1 15 1 15 1 1			Government	Sh	2	43	5	23	18
Rural Private S I IS I IS Government Urban Private I		Total	Private	87		80	8	7.5	13
Rural Private S I 6 - 6 - Government IT - 8 - 4 Government 33 - 31 2 2I Ary Private IS IH - IO			Government	16	1	15		13	3
Covernment 17 - 16 1 \$ Urban Private 8 - 4 Government 33 - 31 2 21 Ary Private 13 14 - 10		Rural	Private	. 0	-	9		9	en in eine eine eine eine eine eine ein
Urban Private 8 - 4 Government 33 - 31 2 21 ary Total Private 13 14 - 10			Government			91		(א)	a departed production of the contract of the c
ary rotal Government 33 - 31 2 21 Total Private 13 14 - 10		Urban	Private	8	-	8	1	۲	
Total Private 13 14 - 10	Higher		Government	33		31	7	21	12
	Secondary	Total	Private	13		=	-	0	J

TAFLE - 10

SCHOOLS ACCORDING TO BUILDINGS

STATES KARNATAKA

								Type of	E Schools	1s and	their	their buildings	នទីប					
Schools	Area	Management		BOVe	80				Girls		පි	Co-educational	tional			Total		
			P. B.	T.H.	T.P.	0.5	P.B.	T.H. K.B.	T.A.	S. C	ф ф	T.H. T.A.	T. A.	s o	m O4	T.H. K.B.	T.A.	ő
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	Kural	Private	_	1	1	1	_	_	1	ſ	Sh	7	1	*_	7	යන	-	i
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dary		Private	8	7	1	ſ	0	(1	ı	10	1	١	Į	28	3	í	Ţ
	Total	Government	_	١	(9	١	ı	1	3)	8		-	38	00	1	- !
		Private	0	7	1	1	=		١	ı	55	8	_	_	75	=	_	-
		Government		- 1	1	1			١	١	15	_	ſ	ſ	اج		1	ļ
	Rural	Private	_	١		1	,	1		ſ	5	l	_	1	9	1	1	1
Higher	Urban	Government	3	1		1	S	-	ſ	١	7	_	1	1	5	7	1	1
dary	agas Plantas and	Private	<u>ن</u>		1	1	2			(ב	1	[1	000	1	1	1
		Government	W		1	1	5			1	22	2	1	(30	23	1	
	Total	Private	3	1		1	14	1	-		مين	ı	١	ı	72		1	1
					E	0 4/ 1	F TH	had thit	a/ Kac	ocha Bu	Thathad Hita/ Kachcha Building	T.A.	T.A Tented Accommodations	d Acco	nnodat	tions		

2.* Beth these schools do not have their own building and are running in Geviernment Higher Primary School Buildings (ni shifts). Hence these selveds have put themselves sin Open Space! Note : P.B. -Pucka Building: T.H./K.B. -Thathed Huts/ Kachcha Building: T.A.- Tented O.S. -Open Space

TAES -11

SCHOOL BUILDINGS AS PER YEAR OF CONSTRUCTION

Schools Area							
				Year of	construction	i	
	Man eg em en t	Up to 1950	1951-60	1961-70	1971-80	1981 & onward	Hotal Hotal
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Secondary Rerat	FITAGE) -		7			σ
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		7	t	\s	EU	1	0
	GOVERNMENCE		-	-	^		نك
KULET	private			7	7		-
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Higher			- -		7		ÇC
2 economic	Private	7	2		-		2
	20vernment.	0	00		J		,
1000				7	1	7	
74	FILVATO	7					

TARE -12

SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCURDING TO NUMBER OF STURES AND POTENTIAL ITY OF CONSTRUCTION ON UPPER STOREY

STATE: KARNATAKA

Mumber of Storeys in the Building					Schools	# with	Schools with extra land and construction on upper storey	and and	Schools with extra land and potentiality of construction on upper storey	ity of		,
		-	7	Rural					Urban			
-	Secondary	dary	Migher	Migher Secondary	Total	न्न	Secondary	dary	Higher	Haher Secondaria		
	Kes	No	Yes	No	X ess	No	2	C N	5	f to Driver	To	Total
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Single	29	Ĺ	7	U	Ē	75	-	-	-	4	12	13
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Three					+		-	2	ာ		1	ļ
		l	1	(1	ſ	Planes.	1	j			•
More than]	1	1
Th. ea		maja formación «deritalma»	l	l	1	(S	-	1	-		To a second public for the control of the control o
Total	20	,								-	Angeline (Prince)	1
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TABLE -12 Contd....

STATE: KARNATAKA

Storegs in the Suliding Rural Total Secondary Higher Secondary Total Secondary Total Secondary Total Total Secondary Total	Number of		a contract of the contract of			Sch	construc	h no ext	ra land	Schools with no extra land and potentiality of construction on upper storey	ntiality		
Secondary Higher Secondary Total Secondary Higher Secondary Total 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 3 4 5 6 7 8 9 10 11 12 1 4 5 6 7 8 9 10 11 12 1 4 5 6 7 8 9 10 11 12 1 4 5 6 7 8 9 10 11 12	Storeys in the Building				Rural					Urban			
Yes No Yes No Yes No Yes 2 3 4 5 6 7 8 9 10 11 12 1 1 1 8 9 10 11 12 1		Secon	dary	Higner	Secondary	To	tal	Secon	dary	High	er Secondary		Total
2 3 4 5 6 7 8 9 10 11 12	•	Yes	No	Yes	No	Yes	No	Yes	ON	Yes	No	Yes	No
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han	Three		Į.		l		1		1	}			
	More than Three	l	L.	-		4	((((
	Total		Į.		L	-	l						

SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS,

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Schools	Arsa	Management					N.	Number of	of Schools Having	Havin	PR						
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•	de companya dan Manamakanga								STIC.						Con- con- crete	elth chins	Other.
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4	TOCET	Private	-	00	7			9		1		9	1	١		1	3
													-		r.		

TAELE -14

SCHOOLS WITH FUCKS BUILDINGS AND TYPE OF FINISHING PROVIDED FOR MASONARY WORK

STATE: KARNATAKA

Schools area Management Antienal Masonary work Schools area Management Antie a wasty Derg Snowces Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of these colour Paints None of the co					-								
Area Management White wash Dry Snowces Paints Hose Colour Parts Ho				Tuter	Te Te	Leonary w	ork			Sxtem	al Masona	ILY WOLK	
Suzal Exivete Especial Es	Schools		Management	White wash	Dia	Snowcen	Paints	None of	Whitewash	Dry	Showcon	Date	
2 3 4 5 6 7 8 9 10 11 12 Rural Private					tes-		***************************************	* 11.00 to 10.00 to 1	Colour	Dest-		*	these
Rural Govt. 26 1 - - 1 24 4 - <th< th=""><th>-</th><th>2</th><th>3</th><th>*</th><th>n</th><th>o</th><th>1</th><th>or</th><th>o</th><th></th><th></th><th></th><th></th></th<>	-	2	3	*	n	o	1	or	o				
Aural Privete 45 4 - 1 24 4 - Urban Govt. 9 - - 1 40 5 1 Toxi Private 19 6 - 1 2 2 6 1 Toxi Private 64 7 - 1 33 4 - - Web. Govt. 14 - 1 3 60 11 2 - Web. Private 6 - - - 14 - <th>•</th> <th></th> <th>Gove.</th> <th>,</th> <th>5</th> <th></th> <th></th> <th></th> <th></th> <th>21</th> <th>11</th> <th>12</th> <th>13</th>	•		Gove.	,	5					21	11	12	13
Gove		Rural	Driver	21	7	1	1	_	24	J			-
Orban Private 9 - <th< th=""><th></th><th></th><th>973AT7</th><td>45</td><td></td><td>1</td><td>ı</td><td></td><td>07</td><td>1</td><td>-</td><td></td><td></td></th<>			973AT7	45		1	ı		07	1	-		
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Webs. 13 - - 2 - <th></th> <th></th> <th>Frivate</th> <td>9</td> <td>١</td> <td>}</td> <td> </td> <td>1</td> <td>5</td> <td></td> <td>-</td> <td></td> <td></td>			Frivate	9	١	}		1	5		-		
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		Total		14	1	l	1	1	12	10			

TAECK 15

SCHOOLS WITH PUCKA BUILDINGS AND MATERIAL USED IN DOORS & WINDOWS

STATE: KARNATAKA

						And the state of t				
						Schools		with		
Schools	Area	Management	Door Frames	:ames	Door 5	Door Shutters made of	Window ?	Window Frames made of	Window made of	Window Shutters made of
						6040	2004	Steel	Mood	Steel
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	أضعمون	private	27	4	2 - 7	1	21.	J	32	~0
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	Total		17,1	٧.	63	12	99			
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	ن داد	Govte	5	٦	3	-				4
	Rural	Private	9		\s		NAME AND ADDRESS OF THE PARTY O			
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Secon	u=drp	private	80	ſ	∞	1	20	1 /4		Z
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		Private	2		15				AND RECEIVED TO THE STATE OF TH	
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Commence of the control of the contr

SCHOOLS WITHDOW SHUITERS

STATES KARNATAKA

Schools A	Area	Management	Schools Doors with Fully glazed Pa	rtly gla-	Fully panne-	Wind Fully glazed shutters	Having Lows with Partly glazed and partly	Fully pannelled shutters
						£.	pannelled shutters	6
q-1	2	8	4	so.	9 3		27	00
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		T TY ACCO		7	6		N	20
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Higher		Goots	2	2		\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot	2	
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ier		Govts	S	15	20			\ \ \
	rotal	Private			12	2	C C C C C C C C C C C C C C C C C C C	Charles and the second of the

TAER - 17

SCHOOLS WITH KACHCHA BUILDINGS/THACHED HUTS AND TYPE OF WALLS, RCC? 8 AND PLOORS

		,				THE STATE OF THE S	Mumber of		schools having	guta						
School 3	BOLK	Manajement	Kachcha	132	Walls mode	B CF			Roofs	≅3ča	र्ट		(Na)	Floors 1	made of	
			Building/ Thached Huts	₩ 0003	Brick/ Stone	And	Any	Clay/ Mon- ge- Tit-	स्य स्थ	*\d	rood methed	Any oth- er	Xach- cha	Wood	Bricks	Anyother
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Secon-	व किया	private	(1	 	1		1		1		1		1	
dary		1	r	1	3	1	1	(3	1	((1		-	
	Total	3,65	,	-	-			((1	-	1		1	1	1
		D 1 120 1 10	1	l 	1		l 			-		The same of the sa		A	Committee of the Commit	

TABLE 18

SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT AND VENTILATION

STATE: KARNATAKA

•					SCHO	SCHOOLS HAVING				
schools	Area	Management	Natural Lights	1ghts	Aretf1c1	Artificial Lights	Both 1	Both Natural and Artificial Lights	Propert.	Properly Ventilated
			Adequate	Inidequate	Adequate	Inaclements	A 10.0.00			0,100
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	drban.	Urban. Private	101	7	7				0	3
		7-0	~		C		t	1	10	.5
	# C # C # C # C # C	2 405	39	,	J	1	Ţ	-	20	Action American agency and an arrange of
		Private	09	7	2	1			10	01
					3		2		70	
	Ru ral	Govt.	٥	ſ	8	{	23	1	5	
H1gher		Private	S	1			The same of the sa			The second secon
Secon-	احسسس	Govt.	S						2/2	Constitution of the state of th
	neon	Private	٥					The second of th	9	**************************************
	to tail	30vt.	25		5		1			
		rivete			7					
	-		THE R. OF LANSINGS AND PARTY.	The course was the contract of	The the William William Trees or when the	The second secon	Company of the second s		-	^

TAHLE 19

SCHOOLS ACCORDING TO ELECTRICAL PITTINGS/ PIXTURES AND SITUATION OF ELACKBOARDS

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	Schools having satisfactory condition of electrical	Elttings allu time		24			10	14 33				5	7 9	22	7 2		
	Schools having adequate elec-	trical from:	Yes	5		5		22	_		χ)	9	2			7 7	
KARNATAKE	-	A \$ 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Wanagelieus	m	Govt.	Private	Govte	Private	Gov t.	Private	Govt	Private	Govt.	Private	govt.	private	•
KARA			Area	2		Rural		urcan	E at of		- Survey	1	urban	ا ا ا ا	fotal		
STATE		í	schools					dary				H1cher	Second				

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TABLE 20

OWNERSTATE OF SCHOOL BUILDINGS

STATES KARNATAKA

								Tree & As ward			
schools	Area	Management	Owned by construc-	Owned by donacton	Rented	Gripe Rent free	cent Partly ree owneds partly rent partly rent free	Zerly coned & partly e rented	Partly ronted & Fartly rent		Toto
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Secon		Private	7.7	-\.	2	C			, (13
dary	Urban	Govte	٥) :	1					31
•	، دوند میدر	Private	12	3	5	1				TO THE RESIDENCE OF THE PROPERTY OF THE PROPER	
		Graf	77	9	o-	<u> </u>		Company of the Control of the Contro	description of the state of the	THE PROPERTY OF THE PROPERTY O	The same of the sa
	Tote	o I vate	36	0)	27	12	60				SS S
	.].		-	-	_	1				(9)
	Rural	Govt.		,	- (1		9
	-	Private	~			1	- Transfer of the Park St.		A CONTRACTOR OF THE PARTY OF TH	AND ALCOHOLD SECTION OF THE PROPERTY OF THE PR	
Higher		Gert.	<u></u>	2			THE PROPERTY OF THE PERSON OF	Contract days at the		Contraction of the production of the	Commence of the section of the secti
F econ.	ribgu -	Private	7		7		Anna day of the was only	Company of the Compan		State of the second sec	TO COMPANY TO STATE OF THE PARTY OF THE PART
A THE T		Govte	20	0			7	-			
sid	Total	Private		7	1		The same of the same of	ALL DESCRIPTION OF THE	The Tennessee of College of the Coll		
To the same of the			send to stand historian								

TABLE 2

SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

STATE KARNATAKA	ARNA	TAKA				and the first of the first of the second sec			100			
					Building was	vas originari	3	And	other			Grand
Schools	Area	Management	School	Residential purpose	Temple/Unardmand.d/ Religious Place	Ghar		11)	111)	40)	Total	Total
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				v	9	7	8	9	10	11	12	53
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	Birral	Govt.	27				-	,		1	-	57
		Private	۲۱	ť	+		- (-	7	7 3
Secon		Govte	9			7	7			- Commence	, (
74	urpan	Private	25	3			1	7	- Constant	1	{ }	7
•			20	,	7	n	c	W	1	(7	<u> </u>
	Total	Govte	5	1	5.		_	. 71	1	l	~	83
		Private	71							ſ	_	9/
	Dural	Govt.	_3								1	6
		Private	2		The state of the s			-		6	(v.	
Secon-	4	Govte		1					1) (8
dary		Private	7				1			ber	0	33
	, i	Govte	1 24	1		7	1		-	1		7/
	70101	Private	2	7						ACTION DESCRIPTION OF THE ACTION	The Carlotte and the Ca	AND THE PARTY OF T
-		-										

TARE 23

SCHOOLS RUNNING IN REST PREE BUILDINGS AND THE PURPOSE FOR WHICH BUILDINGS WERE CONSTRUCTED

STATE	SARN	STATE KARNATAKA									The second secon
-		,			Purpose for wh	ch the Bu	ilding was	for which the Building was originally constructed			Parket of the Parket
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\$chools	Area	Management	Terple/Roster Church/ Other rell-	House	Panchayat Ghar	7)	11)	411)	14	rotal of (gram.
			flous place			7	8	8	10	1	2
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	Rural	GOVCe			-		-	1	1		2
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ORLA	o roan	Private	1		4						1
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	1040	Govte	4	-			s day on	1		7	7
	10.0	private		۲,			A COLOR OF THE PROPERTY OF THE		Descriptions agreement		- 1
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		Private	_	-			,	Q inton	1		-
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dary		Private	-	1		1			Charles and the same of the sa	Control Committee Control Cont	_
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	T-0+2	GOAC					l l	1		SANSONETE CONTRACTOR SECTION AND CONTRACTOR S	page Dalterback
	3	Private					And the second s				
	Life Countries would be seen										

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TABLE 23

REGULAR USE OF SCHOOL ACCOMMODATION FOR PURPOSE OTHER THAN TEACHING

STATE: KARNATAKA

						and the second s	-	- The state of the	and have proved emperated	San San San San San San San San San San	S ACT TO A CONTRACT OF STREET	Control Williams Control Control
						Accommodat	Accommodation used for purpose other	esodind :	other t	than teaching	Fair	
Schools Area		Management	Management other than Teaching	Another school/ college	Private Part- time	Adult/ Communit Non-formal Library/ Education Recreati	by, o	Pancha- yat Meetings	Reli- gious Gathe- rings	Family Wel.* fare	Weekly Bazar	Any
4	2	en		5	9	7	ထ	6	10	11	12	13
		Govt.	35				1	_		ſ		
	Kurai	Private	-53			1	\	l		١	1	
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	rotal	Private	83	3	ļ	1	-	1	the space of the s		(Salin Con. The Lot You Turn part of the lot
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·	Kurat	Private	u	١	(1		Cracialist candom vibration
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dary		Private	9		1						(the manager of the state of these
		Bott	29		1					7	Contraction of the Contraction o	Contract Countries
	TE CO	لتعلقه ببناها يبيينم	7									

工/列度 24

SCHOOLS ACCORDING TO SHORT 4th OF CLASS ROOMS

STATES KARNATAKA

١		_					achool	M KH	Shortage	schools with Shortage of Class Rooms	Rooms	pa., op o complete the state of the second
			Schools without		25.4	a de la la	Four	9-9	7-8	9-10	More than	fotal
\$chools	Area	Management	shortage of class	Room	ROOMS	Rooms	Rocars Rocars	Rooms	Rooms	Rooms	AU ROCEIS	
			rooms		,	8	0	0	10	44		13
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		Private	70	2)								-3
dary		Govt.	13	((1	()	1	()		31
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			1,7	_	1		ſ	1		ĺ		
	10+21	Goate	4.5	-)	88
	1	Private	73	3		1	١					16
		4600				i	1					9
	Rural	3				١	1	1	1			
u. char		Private	0		-						7	
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dary	RECI O	Private	ع	ı	1	1					The second state of the second	33
		1	23		~		1	_	7		TO ACC TOTAL BACK AND AND AND AND AND AND AND AND AND AND	And the state of t
	Total	5 400			1	١			1	7		Control of the contro
		Private				+			-			
	1											

TABLE 25

SOURCES OF FUNDS FOR ADDITIONAL CONSTRUCTION IN SCHOOLS

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					Sources of Funds	unds	e to unpilo participa (p. 1900) de capado de capação do 1900 a de capação de	PROPERTY OF THE PROPERTY OF TH
Schools	Area	Management	Government	Local Body	Management Committee for Private Aided and Unaided Schools	Contribution by Community	Fee charged from the Students for this purpose	Any other
	2	3	4	Lr)	9		CO	6
	Rural	Grots!	33					1
		Private		1	o+	13		2
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dary		Private	l	(28	7		
٠	# 10 F	Govt.	25	_			•	
		₽±473te	1		89	51		V
	Rural	Govt.	91	-		1		Common Assessing Control of the Cont
Higher		Private	Į		9			
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7	n roan	Private			9		Contract to the contract of th	
	fotal		33				manuscript Ch. (2) Annuscript Ch	and and the second control of the second
,		Private	1	_	7			

TAHLO 26

SCHOOLS ACCORDING TO HUMBER OF SCITICE LABORATORIES

(·Kasnataka)

			-						
				Three	Laboratories	A Township of the Control of the Con			
Schools Area	Area	Management	No. of	First laboratory	ratory	socnd laboratory	tory	Third laboratory	tory
,		•	and consideration of the second of the secon	Space Adequate ate according to schools	Having 67.62 Sq. mtrs. or more area	Space adequate ace according	Having67.62 Sq.mtrs.or more area	Space adequation Having ate according 67.62 to schools mtrs.	Having 67.62 Sq. mtrs. or
-	2	3	13	14	15	U.T.	17	18	13
	Rncal	Govt.	1		(1			
Sections		Private							
dary	II when	Govta						_	
	1001	Frivate	3	2	2	3	2	2	7
	Poto?	Govte	ſ	į		1			
	1077	Private	5	7	3	+	3		7
		Coyt.	7	7		7	,		,
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	}	Private	J	5		1		J	
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TABLE 26 (Centel..)

CONTED...../-

TYUES 37

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SCHOOLS ACCORDING TO SUBJECT-//ISB LABORAFORIES

Chaptatry	Schools Whether Schools Terrer having space having store adeque balance element toom	10		7	Z Z	7 7 7	2 3	- CHESON
	Schools heving Lab.	6		1	2	9	20012	
	Thether space	m [7	1		
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· · · · · · · · · · · · · · · · · · ·	Physics Arether syace alegu- ate	9	[7]	1	2	3	- W-	
	Schools having Store-	tion very	12	5	101	3	- 6	
1 c	Schools having Lab.		7	1.5	101	7 1 2	1, co 7.	
KARNATAKA	Management	3	Govt. Private	Govt. Private	Govt.	Govt.		
X	स स स	2	Rural	Urban	Total	Rural	Urban Total	
STATES	Schoole		000000000000000000000000000000000000000	dary		44 00 127 177 178 178	Secondary dary	

TABLE 27 (avit)

Kalmataka

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						Biology			COH	Combined		
\$ch001\$	Area	Hanagement	Schools having Lab.	Schools having Store- fum prepara- tion	Whether space adequate	schools having museum	Whether space adequate	schools having Lab.	Schools having Store- cum- prepara- tion	whether space adequa	schools having Dark/bala nce room/ museum	Whether space adequate
+4	64	3	14	15	16	17	18	19	20	21	22	23
		Govts	1		ſ	1	1	15				,
	Rural	Private	7				_	39	3	5		
Sacon.	1	Goote	(1	i		1	9	1			Andrew and heavy property for a distribution of the second
dary		Private	2					8	4			
	F. T. O. E.	Govt.	١	(1	1		77	-			The second secon
	Total		2	2	7	7	7	57	S STATE OF THE PROPERTY.	SCHOOLSE SANDERS AND AND AND AND AND AND AND AND AND AND	COMPANY PART	Contraction of Light distributions and the contraction of the contract
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	Kurat			I		1	1					Contraction Amount of particular
Higher Secon-	4	Govt.	ت					80	Z state and stat	7		The resident construction of the construction
dary		Private	7	7	7			ń	AND THE PROPERTY OF THE PARTY.	THE CASE WHEN TH	projection of the second	CONTRACTOR OF SERVICE CONTRACTOR
		Govte	2	7	7	ì		2	h	4		Signal and Michigan was a standard of the standard
	Total	9 ri vate	7	7	7			(max)				
	-				•							

In 12 23

SCHOOLS ACCORDING TO FACILITIES AVAILACLE AND SPECTAL BOTTLENECKS IN THE LASSATORIES

	-				-	-			The second secon			Bot	Bottlerscks		in the		laboratories	a) ଓର			
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		TA STORY	Suttent at a su	£1tt	££ttings	Firtures	res for	Fug.	18108	5	こののころにおり	7	-		-	-	,		,	,	
Schools	o de la companya de l	3 4	in labs.		ing.	for per- performing forming experiments experiments in labs.	performing experiments in labs.	+4	3	o e4	1 0	, m		~	~	e-(8	, (*)		M	(4.)
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+4	2	3	*	S	ø	7	80	9 10	11	12	13	42	n n	_ļ_		2					- Lancasson
	Rural	40	و	35	7	33	23		***************************************					\dashv							
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Secon				3	د		,	1	-			-	-		TO SHOW				ne contractiva		
Carl	Total	9	23	53	29	53	2														
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H	Urban	20	2	7	8	7	œ						***************************************						Acceptance of the second		
Second	Fota	Total 34	S	28		28	=									-	To any organization of the second		Charles and the same of the sa		
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TABLE 79

SCHOOLS HAVIAG SUBJECT BOOMS

KARNATAKA

STATE:	KARNATAKA	TAKA	,					Ī	64			6400
Schools	Area	Management	Science Le Rosm	Lecture	Special Room (Geog.,	Studies History)	Art/Drawing Rocm		Activity Music Room		Craft Room	0000
			Space Adequate	Space Inde	Space Adeq- uate	Space Inade-	Space 1167- uate	Space Insido;u ate	Space 1 Adequ-	ypace Inado-	frace Adequ- ate	Space Inade-
m'	2	,	4	က	9	7	ω	6	10	7	12	13
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	Term	Private	(1	2	-	2	(Ø	
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ndary	Urban	Private		71	2	12	2		-	1	\cap	-
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		Private		U	7	~	2	7	t	(10	
	Rural	Govt.	1	1				-		-	2	
er e		Private	1	1	1	1	1	1	1	1		
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*	Total	Bvt.	ļ			7	7	7	-	7	9	2
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								•			•	

TYLE 30

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States Kanagement Schools Area Management Number of Schools Space Adequate according having library to Schools	Secon- Rural Govt. (6 dary Urban Govt. 3 Total Private 8 Total Govt. 27 8	1	That private

TA 7.0 - 31

SCHOOLS HAVING ROCMS FOR ADMINISTRATICN & OTHER FURPOSES

STATE:	KARNATAKA	SNA	THKA							H	HAVENG					1
_					SCHOOLS	- 1 .	4-	4		Snace	Ph. FG	Space	V151-	Spaca	5	Spa
Head-Spac Master/Ade- Princi-quat		Space Ade- quate	Office Rocm	Space Ade- quate	Vice- Princi- pal's Room	Space Ads- quate	Staff Comnon Rocm	Space Ade- quate		Ade- quate	Tea- chers Roca	Adea	tors' Rocms	Ade- S quate	tore	quat
Rocm							The second second		and 0.510	2	13	14	15	16	17	100
6		4	5	9	-	80	on	2.1	77	9						
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30	(4	24	27	73			34	77	14	9			7	7	0	5
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TABLE 32

SCHOOLS HIVING SERVICE ROCKS

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TABLE- 33

WITH ANCIELANY SPACES

STATE	KARN	KARNATAKA			Min Arcineary	ILLARY SPACES	L A					
Schools	Area	Management			3 C H O O E	W			NIAR	9		
		•	Hobbies ciub Room	Space Adequete	Audio-Visual Room	Space	School Museum	Space	Assembly	Space Ade- quate	Boys Com-	Space Adequate
r	2	3	4	20	9	7	α	7	C			ļ
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		Private			-			1 -	1,	1	1	(
Secondary	ţ	Govt.	,	į		-	-	- (5	_		
	Urban	Private			t. -	2						
		Govt.	1	- !		`	_	-				1
	Potal	Private	7)	_ [.	-		(3	İ	1	-
		Govt.		<u> </u>	0 -	<u>-</u>	7	7 -	16	_		The state of the s
1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Rural	Private	- 1	- 1	- (5	-		-
Secon-		Govt.	}		7					(
dary	Urban	Private			7	7	1					Ιj
	Total	Govt.			7	7			5		- -] -
		Private			7	2		-	נוס		_	_
1							-		_	_	(1

TABL3-34

-\ \ SCHOOLS (ITH LONG SCHOOL L'BORATORY)

KARNALIKA KARNALIKA

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STATS: KARNALIKH	Schools Area. There sanols ha:133 shore sanols siris		Riral 3345. 33 3	390733223 7002. 13	a) 42 42	secritis, qural private 14	7rban 2rivare 6 3	Total Frivate

TABLE-35

SCHOOLS HAVILD VOCATIONAL LABORATORIES /WCRKSHOPS

STATE: KARNATAKA

deritagents.	-

TABLE 36

SCHOOLS ACORDING TO DRINKING WATER FACILITY

Schools	Area	Managesent	School	- C41		Seurce	6	drinki ^{ng}	ng water	10	1	
ng pagang di Malili		;	facility	1 1 10 10	Alac	ATUO	Only	Only	45	U K A	U Ji	a, bec
			Yes	No	1	Q	U	T				entral content
	2	E	*	2	و	7	00	8	10	11	12	13
	Rural	Govt.	21	でん	J 20	20	7	27	7	3	3	
		FLIVALE	12			Œ	7	_	1		-	1
Secendary	質の意味	Private	3;		3			<i>r</i> .	5	3		
		+	33	7	5	14	t	t		-	-	
	Te se T	Private	6.2	5	- 1 -	30		0	20	ę		
	Rural	govt,	9	_	7	5	-	-	1	[]	(1
		Private	9		and the same	-	-2	- The second of the second of		The state of the s	Seed of the Control o	Comments and Comme
1	4	Govt	2	3	3	0	-			-	The Continue of the	
Secondary		Private	X		7	3	1			7	Contraction Composition	
	La to	To but	23	0	5	15	4	_ (1	Sangara myalamas ta mada	
		Drivata	t	_	3	<u>+</u>	S. Carrier	Z when the second	STATE OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF THE PERSON OF T	atten manner attention	The section of the se	* city manufactor s

Hotes a) - Hand Pumps b) Running water tap within buildings

c) - Well in the scheel Compound; d) Water is brought from eutside and stored in & & starks

of Contract

SCHOOLS ACCORDING TO TOLLET FACILITY

STATE, KARNATAKA

OIA15													2	6	10000	į «Li
				ব	ooys schi	Schools				SIT E	Schools		5	Comment of the content 200.00	7	
		,					-		10 cm	Danner	-		Having Pro	3 Proper		
				Having P	ng Proper	He			Each 151	1,85		[_		Caman	for
Schools	Area	Management .	No		Sepa-		Corron	S C C	Septate	a re	45		Pro-fo	16年 187年53年 14年	4	go ys
-			Fact	8	boys male staff	female Staff	5 ta ta 5 tu -	11ty	अ ति ते कि वि		Fenale Staff	Staff Staff			Stu- Jents	S I
	2	ei.	7	က	٥	7	8	٥١	OT OT	=	12 \$	1	7 0		67	R I
	Rural	Govt		1 -	ſ	1	()	1 -	1 -	1 1	1	1 1	21 25	25 14 168	- 100	1
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Se&-	Urban	30.05	1 10	1/	1/4	1 2	<u></u>	t. 6	0	4	7	1	4 4	132	2	1
ndary		Private)	1	1	· -	1,	4	1	1	J			-	(
	To tal	Covts	7	-	1	14	14	h	7	3	2	1	25 129			1
		Private	0 1	1	-	-	-	1	1		ſ	1			71	4
	Fural	Govt.			1		((1	(ſ,		\·		1 1
Higher	1 2	PT VATA		7	1 - 1	[7		1 -	-	7 1	7 7	0 - 2		-
Seemelary		Private	{	7	-]	(-	7			١	1 0	1 0		7
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	1978	Paivate	i	3	\ 	(1	, 	7		_		7	5		-
		-		\ \ \ \ \												

1 2, 1, 1, 1, 1, SCHOOLS ACCORDING TO TOLIFF FACILITY WITHIN/OUTSIDE THE BUILDING

STATES KARNATAKA

Schools	Area	Managenent	Schools having	Schoo	Schools having		racility outside	itside to	the bull aing	TO STATE	19	distance of
		1	in the build-	Less than 25 mtrs	26 te. 50 mtrs.	51 ta 75 . atrs.	76 to 100 mtrs	101 to 200 mt.s.	201 to 300 mtrs,	301 te 400 mtrs.	401 401 500 500	Abeve 500 mtrs.
	Rural	Gavt.	7		_							
		Privace	70	8	t							THE PROPERTY OF THE PROPERTY O
	Urban	Govt	4	-			1	1				
		Private	<u> </u>	ŗ	-	1		,	1	(
Second		3405	J	_	7	7	(((1		
		Private	35	7	5					1	11	
	6	Govt.	d	7			Commission of the Commission o		September (CCC). Name of Cocks (September 1997)	DE 1.700		Account to the contract of the
		Private	3		- -		(
H1gher	100	&vt.	5	7	1						1	
Second	Second Antiber	PH vate	S	7			(A Company of the Comp	The same same same		
		3	2	ار	2				Magracian management	The second secon		
	Total	Prote	00	4	7	\	The state of the s				The State St	Application of the contract of

33

SCHOOLS ACCORDING TO PLATGROUNDS & THEIR AREA

STATS: KARNATAKA

1 2 5 Seco- Grban Gondary Total Gondary Gondar	3 Govt, Govt, Private	Less than 1000	1900 to 1993 5	2000 to 4399 th	5000 to 9939	10000 and above	Less than 1000	6661 93 0001	\$ 2000 \$0		
Rural Urban Total Rural	3 loxt. lovt. Private	4 600 61	2 12 4	nt n	7	ω	6 27		다. 다. 다.	9393	10000 and above
Rural Urban Total Aural	lovt. lovt, private	50x c1	in n -	ntm	La	1	2	10	1	27	ಚ
Rural Urban Total Aural	lovt. lovt, private	5700 rl	\ \ \ -	nt	- 2	_	7	_	1	-	_
Urban Total Rural	Private lovt, Private	×cl	\	7 10				1	85	1	Ţ
Total Rural	lovt, Private	2	_	tr.							_
Total Aural	Private				_	2	,			-	-
Total		<i>ن</i>	7	7	a	5-		1	7		
Total Rural	Govt.		٠.	7	8	8	\sim	-	5	1	7
Rura1	privata	7		9	13	76	∞)	7		g (comme g (children (m)) quantitati a mana a di bibble
Bural						7			ļ		
<u> </u>	Govt,				,						
	Frivate			I	1	2			ſ	1	_
	20vt.	هـ			3	7		1	ſ	7	
Tracto	Private	2			7	7			[-
	Govt.	7	7	7	7	00			1	7	_
Td. Td. Td.	Private	7			7	72			1	_	

XZZOOLS ACCOADING TO COVERED SPACE FOR INDOOR GAMES

STATES KARNATAKA

Schools	Area	Management	Mumber of schools	Schoo	Schools heving	s in Sq.	area atrs.	for indoor	genes 10			
!			facility	Up to 50	51 to	101 to	151 to	201 to	251 to	301 to	401 co	Above 500
	2	3	Ť	ıa	9	2	8 3	თ	10	Ħ	12	13
	Rural	GOVE	•		Ĺ	1	((-	1	
		Privato	و	7	7			_		1		
Secon-	Urban	Govt,	-	١	_	5	-	1	1	(1	
		Private	7			1	1	(1		1	
	Total	Govt.	7		-	j	1			1	1	
	-	Private	∞	n	c		Ş		{	}	j	
	Rural	Govt.		١		}	,	\ \	1	1	1	1
gher		Private	7	1		ſ	1	,	1		,	
Secon- dary	Urben	Govt.	7		-	1		-	1		1	1
		Private	7	-		1	J	,	1		1	
	Total	Govt.	3			[1		-			
•		Private	.			1	1		1		1	
2												

WA3L3 41

SCHOOLS ACCOADING TO CATTERN AND CYCLE STAND

STATS! KARNATAKA

1 2 G Secondary Urban G dary P	ري مير م	Pernamenet Canteen in the Building 4	Serpanant Santean in the Capus	THE TOTAL	0	A Cycle stand	10 10 10 10 10 10 10 10 10 10 10 10 10 1
Rural Grban Urban	8 4	4	5	Carteen in the Compus	Canteen	Tes T	No
Rural Trban Urban	4 A.	- (Q	7	8	6
Rural Trban Urban	+ A.	(1		34		33
1- Urban				1	57		Sc
Trban	ב ב ב ב ב ב ב ב ב ב ב ב ב ב ב ב ב ב ב	-		1	5		12
	13 AS 15 AS			7	25	۲۱	7
	FILVACO			1	7.5	Ų	57
Total	Govt,	1			UC	7	17
	Private			1	60		را را -
-	Govt.				9	_	^ !
aural .		1			9		^
Higher	FILVace		-		9		9
Urban	DTI CO			1	Co		
	Govt				32	2	3
Total	Private				5	7	1

TABLE 42

SCHOOLS ACCORDING TO HOSTEL PACTULTY

NATAKA
X A B
**
STATE

Secondary	Rural Total Rural	Govt. Privete Govt. Privete Govt. Privete	Scrools having Hostel Facility 4	Schools owning the Hostel Building 5	Poors in Hostels
	urban Total	Govt. Private Private	215 t]	7 3 1	2

EN STEE AS

SCHOLS ACCORDING TO MINITERNALE OF LEULDINGS AND SCHOLS ACCES OF FUNDS FOR THE STATE

STATE: KARNITAKA

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Managerent	SCOOLS		Sot	irce of	Source of funds for maintenance	ncenance of building	arng	
Rural Govt 26 3 2 5 5 5 5 5 5 5 5 5			Meriodi mainter of buil	- L	Covernment	Local	Management (For Private Aided and Unaided Schools)	Contributions from Cormunity	Fees From Students	Any other
Rural Govt 26 3 2 2 2 2 2 2 2 2 2		And the second s		-		*****	a a		10	
Rural Cout. St. S. Urban Sout. St. 1 Total Cout. 34 10 Rural Cout. 32 6 Private 6 6 Urban Gout. 16 1	2	7		4.7	24	<u> </u>	; 			_
Total Govt. 32 1 Rural Govt. 32 2 Rural Govt. 32 2 Rural Govt. 32 2 Private 6 6 Urban Govt. 6 1	Rural	Govt	e V	שוני			45	5		1
Jurban South 36 12 12 12 12 12 12 12 1		Prizate,	1 (14	8	10			j	
Total Govt. 36 10 Covt. Rural Govt. 6 C Covt. Urban Govt. 6 C Covt. 16 Covt.		South	136	-	-	(29			
Total Governore of 6 Rural Governore 6 Private 6 Urban Gove	4		100	0	32	N	(•	and the second	-
Rural Govt. 13 3 Private 6 Urban Govt Private 7	Total	Court	CC				ήL	9	-	1
Rural Govt. Private 6 Urban Govt. Private 7			2	100	13					,
urban Gout 6	Rural		3		-		9		1	
Frivate 7			-0		16					-
_	in the state of the	Private	-	_		-	7			1
50		- *	29	ال	29	1	{ !			
rotal retries 13	Total		13	-	-	-	13		1	}

SCHOOLS ACCOADING TO DAMPHENS IN BUILDING

Rocas II. 358 in	10 1n 262 n 517 ln 55 405 4 to 75 4 To	13 14 15 10	7 7 7	3 2 2 1	7 3 1 1 -	7 2 -	3 6	
s according to	D 00	10 11 12	2		2			
Schools affected by dampnes	1n 264 1n 517, in in up to 25% to 50% to 75% above to 25% Rooms acces acces acces	6 7 8 3	- 10		3 3	5	2	5 5
	the in the Rocat	33	Gort. 5 2 Private 1 3	Govt. S Prirate	Govt. 0 3	Govt. S	Govt. 6 3	Govt. Private
SCHOOLS Area Mer		(c)	Aurel	Trben	E1 22	nural nural	Higher Secondary.	Total

1,312-4

SCHOOLS :CCONDING TO LEAKIGE EN M ROOPS

STAIR: KANNATEKA

Schools	Area	Management	Schools hyving		Schools neving	from Fracts	d ny [angres]
	,	m subsection	Hoofs	00to 250	5	7.5%	ALST
	2	3	4	ĵ		en en en en en en en en en en en en en e	
	Rural		17	71	+	<u>~~</u>	ار.
	y	Private	77				
Secondary	Urban	* * * * * * * * * * * * * * * * * * *	9)		2	3	
•		Private -	17		.3	<u></u>	
	Total	607 2.	the series of th	3.1	9		
		0207074	(-7		7	-D	Lv .
· · · · · · · · · · · · · · · · · · ·	Aural	0344	_	γ.	7		
Higher	6 -	Prince				1	1
Secondary	Urban	12 ACC	3	2			N
	- w di-	Privere	The state of the s				I
	Total	GOT 5.	5)	9	5	and the second	2
مَّم	Nº ésant »	Privata	7				,
			فالمسارر والمستقدات أسميت منطق التواقات أوالا المتحدث والتواقات والمتحدث والمتحدث والمتحدث	and the second of the second o			

TABLS - 46

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SCHOOLS AND LOCKABILITY OF BUILDING

STATE KARNATAKA

	\$ C #	Versephant	The statement of the st	Timber of 367	rocls having	
Schools	A 100	Sulla	Doors and Windows	Lockable Building	Doors in working order	Windows in working order
	2	3	4	9	9	1
	20 Table	Gov t.	25	(4)	C(;	77
		private	5	53	('V'	· ·
10 mg	Urban	Govt.				<u> </u>
Secondary		Private	29	50	· · · · · · · · · · · · · · · · · · ·	0/1
	Total	Goy t.	040	29	7.7.	
·		Private	\$0	6.5		
	aura1	Govt.	9)	(2		
	an sin 19	private	5	9	9.5	()
Higher -	Urban	Gov t.	1)	7		<u> </u>
A STATION OF THE STAT	general discountry of the	Private				
	Total	Govt.	30	77	2.	25.
		Private	7	71	5	

TABLE . 1

SCHOOLS AS PIR AREA ITTOE AND MANAGINENT

STATES LAFTHIR COPPLESH

	7	Manag anent	Lass than 1001	2501	\$000 ±	7501	#1th 10001	schools (in 15001 2	in square	e meters)	Total
7		3		5000	75.00	10000	15000	20000	50000	50000	
고 구	Kural	G.V.C.		 	1	0	7	10	11	12	
	1	Private		-		.					
Secondary		9 JAC.						-	1		7
Uri	Urban	Private						1		and the second s	14 3
		Goyt.			-	\ \			-		***************************************
Total		Private				+			7	1	
-	1	Govt.	-		1]		J	1		7
Rura		Drivata	7 15	10	7	(1)	(,	1	.,	***************************************	
		\$20°			(W	7	7	7	-	
Secondary Urban		2	10	5:-	ن	6	464	(1)	10		
		はしてくては	2	7-	9	7	7	2			
مند فير ريث <u>من ا</u> ست		GOVE.	7	=	Ce	0		11.	ناك	0	5.7
Total		Frivata		7) \	- 6	1	-		40° 1	27
Ž	Not a	-		υ	υ	<u>ں</u>	-0	2-	7)	33	トナ

2. Frivate Aided and inaided schools have been clubbed together.

TABLE - 3

SC.COLS ACCORDING TO PER CHILD LAND AVAILARLE WITH THEM

Brass MADHYA SPRADESH

						A CONTRACTOR OF THE PARTY AND ADDRESS OF THE P						
			Up to	2.00	3.00	3.01	5.01 10.0@	10.01	15.01	20.01	Above 25.00	Tota
	2		-	10	5	7	00	0	10	9-	12	-
	Rural	Government	1	\	11				- 4) L,
1		Private			(1		
Second		Government	!	ı							7	10
To	ne qui	Private	(ļ			1				14
- 1		Governm ant					7	-		-	, (-
он -	Hota!	Private	1	Na	1]		1				10
mentana yanggaya.		Government	i	10	i (-{	7	100	12		17	0	32
-	Rural	Private			1						0-	0
her.	Urban	Government	- 1		t -	1-	· .0	~.0	14-	10	1-	17
]		Private		-	- dun	7	70	1	9	Parameter	7	100
-	15to	Government		7	3	5	6	0	l cţ-	rt	11	1
		Private	4		4	7	6	(2)	0-		(3)	11.2

percentage of Govered area on Ground Floor Against Total Area Avallable in Schools

STATE: MADITIA PRADES-

\$chools	Arca	Management		Covered Acas in	rescentage		o harana production again
			הפנש בחשם 25%	25/ to 1035 than 50%	50, to less than 75%	75% and above	Total
		Government		The same of "Lond Villamenta on Statement Statement of Statement Statement of Statement Statement of Statement Statement of Statement Statement of Statement Statement of Statement Statement of Statement Statement of Statement Statement Statement of Statement Stateme		The state of the s	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\
	Rural	Private					, (
Secondary	and the second	Government		of the purpose of the second o	and a second sec		1
	Urban	Private		to the state of th		and a second of the second of	7
		Government		7		the second of the last of the second of the	
	Total	Private	7	7		e and have an administration of the second o	
		Government	4.8		- 3-		
	Mira	Private	٣,				10
Higher		Government	57	8	2		7/1
Secondary	urban	Private	0 -	W		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	11/1/20
	Total	Government	7.9	7			it iv
		Private	200	14	7	-de officio, 1-april 2019 of 1-res. Rt. mac White and	the the transmission of th

TABLE -5

SIKCLS ACCORDING TO PER STUDENT CLASS-ROCM COVERED AREA

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(X)
8 #L
でかった
STATE

Per Student Class-room Covered Area ('n than A less 0.75 & lass 1.00s) san	5 than 1.00 than 1.25 than 1.50 5.00 than 1.25 than 1.50	6	χ				8	The second of th	7		
Management less than 0.50	3 4 Govt.	Private	Goyt.	Private	Private	Govt.	Private	Govt.	Pr. Vate	Govt.	Private
Area	2	Rural	r 1	arcan	Total	Runk			uroan	Total	~
Schools	-	Secondary				-	Higher			E4	

Tail & -6

SCALLS AS PER DEMARGATION OF BOUNDARY

STATE: N. E. LYY A TRADESA

Schoola	1		Denarcation of Boundary
Trickly and the state of the st		मबान् कालार	-
		Governmert	**
	Rural	Private	
Secondary		Government	
	Urban	Private	
		Government	
	Total	Private	
		Government	
	Rural	Private	
figher Secondary	Urban	Government	
		Government	2 4 2
	Total	Private	2 7 2 7 6
	, ro	a) Fucka compound wall on all	4 5 4 b

a) Fucka compound will on all sides.

b) Barb-d wire fencing Hedge on all sides, c) Partly pucke compound wall and partly hedge/barted wires on all sides.

Pucks compound wall/hadge/barbed wire in few sides only(1.s. few sides yet to be covered) 3

3) Wilhout A, b, c and it about.

LEVELLING AND DRAINING SYSTEM

STATS: MADINYA TORADESH

1 2		nan ey en en t	Datie 197			with ade	adequate	the school	hool premises
1 2	<u> </u>		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Water stegnates	Water does not staynate	drainede Yes	No ster	30.0	the rainy
			*	5	9		80	0	10
	Government	H	10	3	7	14.		(1)	(4)
Rural	Priva	9				!			
	Government	196	10	1			- !		
Secondary Urban	Private					(1		and the second of the second o	
	GOVernment	ment		10	,	\		(C)	7
Total	Private	Đ	(1)						
	Government	na sot	1			10	4	· · · · · · · · · · · · · · · · · · ·	()
Rural		t e				8	4	4	The state of the s
	Government	ne at	100			4.5	**************************************	1	
Urban	Private	te	4	2	2	137		1	
Higher	Goven	Government	7.00	4	7	1 4c		0	
Secondary	Privace	ice ice		7		10	4 A	· Commence and define	

SCALLS ACCURDING TO THEIR SITE AND CATCHMENT AREA

Located properly in relation to cormunity	No	10			Superior and the superior of t		4 mm		A CONTRACTOR OF THE PROPERTY O			5 · · · · · · · · · · · · · · · · · · ·
Located r	Yes	on	(7	25	Compa	mental and an order of the		200	
	Industries	0 0			September of the septem			Marie register de la company d	Cable report to the Bally converse selection and		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	Noxtous	Y58	1	C	7	- 1-	15	The second secon	2	77	37.	9
fres from	/Ironmert	No 6			\	<u></u>		And the second s		6	10	21
	Noisy environment	Yes	,	0	4	100		76	77	15	25	77
Scrool site	Heavy traffic	No.	-	\		-		\ 	Lex	0	-	5 - 2
.t.	Heavy	800	7	اد 	4		7		~		14	77
RADES A CREDEST		-	2	Boys	Girls	Co. Edicationa		Total	Boys	Girls	Co-echcational	Total
64	8					Rural					urban	

TABLE -9

SCHOOLS ACCURDING TO SPACE FOR MORNING

STATE: MADINA DRAGEST

Schools	छ । । ४	Managarent	101	at space for assembly	Whather in one	Whather numing in one campus	Whather the sol	school cargus nag
		The state of the s	al	O.X	Yes	OF	Yes	N. S. J. S. S. S. S. S. S. S. S. S. S. S. S. S.
1	2	m	*	4				Did
		Government	L	,	0	7	80	6
	Rural	Privata			, <		7	The same of the sa
Secondary		Pagara	r.l	1	1		The state of the s	C. Silver 1988. Server species of a management of the server species of the server speci
		30vernament	- U		7			
	Urban	Private	7	The second secon) (<u> </u>	The state of the s
	-	GOVERNMENT			7		}	4 Tr. 1940 - 1014 - 101
	Total		, -	7	7 100 1			C. We consider the second construction of the
		Private	-7					
					7	(4	1
	Ġ	GOVERNIBER	(س) 1 - أ	2	Įr.			to a manufacture of the same o
	Kura	Private						
		Government	, ,		0	1	()	7
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	orogn	Private	100	7	1		The state of the s	The state of the s
Secondary	- read Right	Government	· ·			the there are no to the second	7	
	Total	Private	0,0	2	70	3	27.0	the commence and the party are not properly the commence of th
			. s r. s.	7	イン		0.7	0
3				The contract of the contract o			しついつ	

TAELS - 10

SCHOOLS ACCORDING TO BUILDINGS

STATE MEDITH DRADESH

Rural G G G Urban Protal Protal Protal Protal G G G G G G G G G G G G G G G G G G G								,	Type of	Schools	1s and	their	buildings	2 DC					
2 3 4 5 6 7 8 9 10 11 12 13 14 15 15 17 18 18	SCDSOL	S ALES	Hand Grent		Bc.	00				Girls		ડ	educa-	tion al			Tota		
Nural Government				a o	H. H. X	3	0.5	ra Di	T.H. K.B.	T.A.	0.5,	ញ ក្ន	T.H./ K.B.	4,	s, o	w	H K K	F-4	o
Nural Government	H	7		*	ın	40	7	æ	Ø	93		22	13	14	15	16		3.0	19
Private	•	Division	Government	_	ß	1			1	ŀ		La		ı		11-			
Urban Government -		To Thu	Private	l	1	1	1	1	1	ı	1	14	١	Ì	ì	7))	· ;
Private	Secon-	urhan	Government	l	١	1	ı	4	ì		i			i		2		1	1 }
Total Government 1 -	dary		Private	_	ı	l	l	١	1	ί	1	_		,		7			
Private		Total	Government	_	1	l	l	(4)		1	l.	2		L	1	2	-	1 !	1:
Rural Private Government 31 - - - - - 25 4 Urban Government 21 -			Private	_	١	1	(1	l	l	l	2	١		1	7	1	Ì	1
Nural Private 1			Government	ניז	((P-200	i		1	2.5	-2-]	1		-37	1)	1 1
Urban Government 21 -		Kural	Private		1	1	(L	L	Ĺ	(6		1		70			1
Private Q 3 15 37 - Government 5.5	Higher Secon-	Urban	Government	7	l	١	١	Ci -	ì	ì	ļ				1	75	l	!.	1 1
Government 5.5 15 5.9 4 5.9 4 20 rate : D 13 24 24 27	dary	1	Private	6	1	1	١	13	ì	l.	(10	,	i		37	(
Private :0 13 24 27			Government	1.7.		(L	Q)		l	(35	7	١		5.3	-2-	1	1
		Total	Private	5	Į	l	١	2	1	ĺ	(77	1)	(7-		\	\

Note: P.B. -Fucka Building; T.H./K.B. -The Huts/ Kachcha Building T.A.- Tented Accommodation; O.S. -Open Space

TAES 8 -11

STATE. MADINYA PRADESH PUCK, BUILDINGS AS PER YEAR OF CONSTRUCTION

			AND THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.					And the second s
					Year of	construction	-	
Schools	Area	Man ag en en t	Up to 1950	1951-60	1961-70	1971-80	1981 & onward	Total
1	2	£		5	9	7	60	6
		Government	10			-	7	7
Secondary	R國工程	Private		-	Agency of the second se	7	•	7
	4	Governmen					7	10
	uegin	Private		1				
		Government	2			7	7	10
	Total	Private		\		4		
		Government	1	17	7	5	7	70
	Rural	private		7	7	M	8	0/
Higher		Government	13	15	7	1	2	711
Secondary	Urben	Private	9	4	=	ko	\$	3.7
	Total	Government	82	77	80	7	7	69
		Frivate	9	71	5	8	S	44

Cont. ../

TABLE -12

SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCURDING TO NUMBER OF STUREYS AND POLENTIAL ITY OF CONSTRUCTION ON UPPER STOREY

STATE: MADIMA PRADESH

Number of					School	s with uction	Schools with extra land and construction on upper storey	nd and storey	Schools with extra land and potentiality of construction on upper storey	1ty of		
the Bullding				Rural					Urban			
	Secondary	dary	Higher	Higher Secondary	To	Total	Secondary	Je vy	Higner	Higner Secondary	Total	ie.
	Yes	No	Yes	ON	Yes	No	Yes	No	Yes	No	Yes	No
	2	m	*	S.	9	7	80	6	10	11	12	13
Single	2	9	7	po	9/	17		7	7	14.	22	- 6
Double,	Ì	١	4	Į			١		6	ko	0-	vo.
Three			l .	L	L	١		١	5	7	ω	7
More than Thiee			L	l	١	l	,	1	(١	
Total	R	9	75	9	<u>rt</u>	22		77	33	77	34	t
								-				

TABLE -13 Contd.....

STATE: MADHYA PRADESH

Schools with no extra land a of construction on upper sto Rural	Yes No Yes No Yes			3435	
Number of Storeys in the Building	Single	Double	Three Hore than	Total	

SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS,

S chool a	Araa	Man ag sment					×	Number of	Schools Having	Havin	PS			, A man to the state of the			
			Fucks Buil-	le a	salls rade of	0	\		Soofs	For Head o	0			Floors	eper s	0	
	and the same of th		र स	ari ck	Brick Stone Wood	10 13 12	Any	(A)	Rein- iorceal	Stone	8	Ot Len	Witted.	3 C C C C C C C C C C C C C C C C C C C	· ·	Moselc/ Terraso with chips	当一善
7	2	3		52	v9	7	CO .	a	10	11	13	144 144	49	5	Crete	1,1	
	Rural	Govt.	4	-7	10	1	-	4	_	7	7	1 1	1	-	14	: 1	1/0
		Private	4	N	1	1	1			1	1		1		1	- The state of the	
Secondary		dove.	3	10	,		1	10		1			1		-		-11
	Jrban	Frivate	7		_	1	(1		-		1	1		17		0 1
	Ictal	Gowt.	0	ıl	42	1	1	10		14	7	l.		(7		C
		Frivate	I	12)		1	1					1	. \	-	100		1
	Dural	Gowt.	28	52	2	(,	8		4	2	Ü			141	1	ست مست
		Zrivate	0	ું	7		-	-		7	7	14	1	-	11		1 K
Hgher	Urban	GOVE	7	57	7	(-	0	3	4	الر	4			161		10
lecondary		Frivate	37	54	W	1	(26		1+	(10	1.		- N		
6	Total	Cost.	69	V V	Ñ	L		4	3	7	જા	4	1		12	1	1/4
		Private	イン	77	ار	-	1	C	C	-	C	L	-		, ,	-	1

A Comment of the comm

SCHOLLS WITH FUCTA BUILDINGS AND TYPE OF FINISHING PROVIDED FOR MASONARY WORK

STITE: MADHYA TRADESH

•		•	Inter	EX I	Internal Maschary w	Ork			Sxtemal		Hasonary Work	
Schools	Area	Number of Section 1	Abite wash	DEY.	Snowcen	Paints	None of	Whitewash	Dry	Strange		The same of the sa
	-		colour	Des			£13088	COLCUE	Dest	7501	Faunts	None of
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					-							
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ř. Ten	7	Privete	7					1				Andreas of the second designation of the second sec
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•			0	1	1			Ç-		1		to the officers where the same and the same the
	Total	Private	7	1)			7.			* * * * * * * * * * * * * * * * * * * *	a Principal Country, managemental gard good material country and an analysis of the country of t
		GOVE						7			\	
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		Private	٥	l	l		(0		-		The safe transfer (Cambridge & E. A. B. in particular Car provide semanticular Carbon
	3	Govt.	9	~	1	1		111		-	And the American territories and the second	die
	V-5,5-1		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	1			+	7		1		1
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Higher Secondary	. /		69	7	-	1	7	6.3				
	Total	Privete	74	9	7			72	2			AND THE PROPERTY OF THE PROPER
•				Col of Constitution of the		-	-					

TAELR 15

SCHOOLS WITH PUCKA BUILDINGS AND MATERIAL USED IN DOORS & WINDOWS

STATE: MADHYA CPAADESH

					H	Schools		With	AMERICAN TO CASE TO MANAGEMENT AND THE PROPERTY OF THE PROPERT	Car and Carlotte Management of the Carlotte Carl
Schools	Area	Management	Door Frames made of	rames	Door Sh made of	Shutters	Window in made of	Window Franes made of	Mindow	Window Shutters mada of
			Mood	Steel	Mood	Steel	Mood	Steal	Mood	Steel
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		Govt.	rt	1	9	~_	<u>(-</u>		The statement of the court of the statement of the statem	
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•	1000	Govt	0		0	-	0/	A Contract of the Contract of	0	A
	Total		7		7	(μ	STREET, STREET	and the second s	T TOWN COM CO.
		Govte	27		47		26		38	
	Rural	Private	0		0)		0/		0/	The contraction of the contracti
Higher		Govto	テー		70	_	17	SCARTA ARREST ARTER STATEMENT TO SERVE ARE SHOWN	estima in a contrary characteristic and a separate	THE PARTY TO UNE USE IN
Secon	uzp:n	Private	48		37	(37	en experimentation of the company of	4-17	
Z Y Da	Total	Govta	89		129	7	63	•	69	The second contract of the second contract of
		Private		1	th	\	4		the second secon	

TABLE 15

SCHOOLS WITHFUCKA BUILDINGS AS PER DOOR/

STATES MADHYA PRADESH

		4	Sch	Schools		Having	Su	Personal College Colle
			Doors with	Ath		Windows with	Mth	计多数 医电子电子 医甲甲二甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲甲
#100D¢	Arog	nallagement.	Fully glazed shucters	Partly gla- zed and par- tly panne- lled shutters	Fully panne- aled shu- tters	Fully glazed shutters	Partly glazed and partly parrelled shutters	Fully pannelled shutters
1	2	8	7	.	9	1	တ	6
		Covt	(. 9		S constitution of the format o	ET
	vatar	Private			7		ACTION ALL ACTIONS AND THE PROPERTY OF THE PRO	Section of the sectio
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dary	urban n	Private			2		ACTION ACTION ACTION OF THE COMMENT OF THE COMENT OF THE COMMENT OF THE COMMENT OF THE COMMENT OF THE COMMENT O	THE AMERICAN AMERICAN SECTION ASSESSMENT AND ASSESSMENT
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	Name of the second	-			0)			
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		Private		8	39	7	T Company of the Comp	Exercise Control Contr
-	-				•			

TABLE - 17

SCHOOLS WITH KACHCHA BUILDINGS/THACHED HUTS AND YEOURS AND PLOORS

STATE: MADHYA PRADESH

		,				Mirm	Minher of	Schoo	Schools having	Mud						
Schools	a con a	Manayement	Kachcha	*	Falls mede	a cf		and the second second	Roofa	Roof a made	R		(Sag	Floors	made of	
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+4	2	3	S. C. C. C. C. C. C. C. C. C. C. C. C. C.	เก	9	7	8	6	10	31	12.	13	1.4	15	16	17
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		Privace		ς	ĺ	ĺ	l	1	(1			1			
		Govt		(1	l	(١	ı	(ı	1	1	(The state of the s	1
	nequ'n	Private	1	-	١	١	١	1	١	1	1	7	1	A Property Control	\	\
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	Total	Private	1	<u></u>	1	1	\	L	1	1						

रम्बर 13

SCHOCLS ACCORDING TO SVAILABILITY OF LIGHT AND VENTILATION

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STATES	MACH	STATES - MADHYA PRADESH	× × ×			والمدود الجوارية والموارد والم			
				SCHOOLS	CRAICE O			ne beginning de seemen de	
Schools	Area	Management		Artificial Lights	1 Lights	Both h Arcifi	Both Netural and Artificial Lights	Properly Ro	roperly Ventilate
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		Gov	ا د	7	The second second	٥	The state of the second st		A TANKE OF THE PROPERTY OF THE
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dary	1	Govt.	5		The same of the sa	0		N	
	drban.	Private	7	1			The state of the s	-	
		44.00		10	~0		A STATE OF THE PARTY OF THE PAR		The same of the sa
	a to			-	\	7-	,	7	Water and the state of the stat
•	1	private	1	Z t		100		7	
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AT BD	privan	or vate	37	ς ο	+	ナウ		- an octoo	The same of the sa
	-		The second secon	2	23	2		171	
		Soyt				1	1	けて	١
		Private	1 1-7	34	7		的一个,我们就是有一个,我们就是这个人的,我们就是这个人的,我们就是一个人的,我们就是一个人的,我们就是一个人的,我们们是一个人的,我们们就是一个人的,我们们们	* ' ' ' ' ' ' ' ' '	現代のないに、「これのはなった。」には、これでは、これでは、これでは、これには、これには、これには、これには、これには、これには、これには、これに

TAFLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS, FIXTIPES AND SITIATION OF BLACKBOARDS

STATE MADHYA PRADESH

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		Lactoria	Schools having adequate electrical fittings and flatures	adequate elecand flxtures	schools havin condition of fittings and	schools having satisfactory condition of electrical fittings and fixtures	Schools having black in most of the rocms free from sun glares	Schools having black-board in most of the rooms free from sun glares
STOOTES.	שופס	a company	Yes	No	ASS TOTAL TOTAL STATE OF THE ST	MO	SCY	NO NO MENTER OF STREET
	,	2	Commence of the second	A DEPARTMENT SECTION S	9		œ	PARTITION OF THE PARTIT
*	7		STREET, THE STREET, ST	S. SELECTOR SERVICES PROPERTY AND ACCOUNTS AND ACCOUNTS OF THE PROPERTY OF THE	STATES OF THE STATE OF THE STAT		T	***************************************
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dary	urcan	Private	The state of the s	THE PERSON OF TH	A THE PROPERTY OF THE PROPERTY		AL AND AND THE PARTY OF	STANDARY STANDARY STANDARY
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TABLE 20

CHARACTER OF SCHOOL BILLDINGS

STATES MADH: F PRADESH

nt Owned by Owned by Rented Rent Partly Partly Partly Construct dendels numbed & Fronted & Farsh Owned & Farsh Owned & Farsh Construct dendels number from Farsh Fartly Fa							9.35	O.serahip of	Euildings			The second secon
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Rural Govt. 6 1 Urban Govt. 1 1 Pot4 Govt. 7 2 Yural Govt. 24 7 2 Aural Govt. 26 7 2 7 Vrban Private 7 2 7 7 Potal Govt. 5 7 7 7 Potal Govt. 5 7 7 7 Potal Govt. 5 7 7 7	-	2	3	*	10	9	1	8	6	10	The same of the sa	The second company and the contract to the con
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The state of the s			Govte	52	7	7	7			And the second of the second	Contraction of the Contract of	73
+		Tp10	Private	70%	t		10	7		THE WAY TO SERVE A SHARE THE	The second states of the second states as the Marie 201	47

TABLE ?

SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

				And the second s	Building	was Originally Constructed for	Ty Con	structed	Toj			A Tennant Ca. (San All Landson)
			300000	Doct den Line	1	Panchavat		Any	Any other			Grand
Schools	Area	Management	TOO!Do	purpose	Rall	Ghar	न	7	111)	12	Total	Total
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TAPLE 33

SCHOOLS RUNNING IN RICH-PRES BUILDINGS AND HE FURDOSE FOR WHICH EULDINGS WERE CONSTRUCTED

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TABLE 23

REGILAR USE OF SCHOOL ACCOMMODATION FOR PURPOSE OTHER THAN TEACHING

STATE: MADE 1A PRADESH

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schools	Area	Hanagement	Accorrodation not used for Management other than Teaching	Another school/ college	Private Part- time	Adult/ Non-formal Education Centres	Community Library/ Recreation Room	ancha- at eatings	Rell- glous Gather rings	Family Wel.* Jare carps	Weekly	Any
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TIPLE 24

SCHOOLS ACCORDING TO SHORT HIS OF CLASS ROOMS

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TABLE 25

SOURCES OF FUMDS FOR ADDITIONAL CRISTAUCTION IN SCHOOLS

STATE: MADHYA PRADESH

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TABLE 26

SCHOOLS ACCORDING TO NUMBER OF SCILLICE LABORATORIES

STATE, MADHIA PRADESH

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TABLE 26 (centel..)

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SCHOOLS ACCORDING TO SUBJECT-WISE LABORATORIES AND OTHER PETALED SPICES IN THEM

ATE: MADHYA CPRADESH

TABLE 27 (could)

						Biology		A CONTRACTOR AND AND AND AND AND AND AND AND AND AND	Con	Combined	The second secon	
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TABLE 28

SCHOOLS ACCORDING TO PACILITIES AVAILATIE AND SPECIAL BOTTLENECKS IN THE LABORATORIES

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- Property Code		ઌ૽																		

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SCHOOLS HAVING SURLECT BOMS

STATE: MADHYA PRADESH

Schools	Area	Management	Science Le	Lecture	Special Appropriate (Geo j.,	Studies Fistory)	Soon Soon		Nusic Rusic Rosm		Chait Road	
			Space Adequate	Space Inde	Space Ade-	Space Inade-	Space Ader- uate	Space Inedoquate	Space u Adequ- ate	Space Inado-	Scace Adenu- ate	Space Inade
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14年30

SCHOOLS HAVING LIBRARY

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STATE: MADH Schools Area	Secon- dary Urban Total	H gher Second Urban

SCHOOLS HAVING ROOMS FOR ACMINISTRATION & OTHER PURPOSES

STATE: MADHYA TRADESA

•	8974				74	SCHOOLS					,	HAVING				!	
,		Head- Spac Master/Ade- Princi- quat pal's	Space Ade- quate	Office Room	Space Ale- quate	Vice- Princi- pal's Roca	Space Ads- quate	Staff Common Room	Space Ade- quate	Combined for Prin- cipal/ Head Master	Space Ade- quate	Ph. Ed. Tea- chers Rocm	Space Ade- quate	Visi- tors' Rocms	Space Gen. Ade. Store quater	Store	Spac Adg- quate
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<u>-</u>	Total	75	19	12	28	9	9	44	ts	10	60	12	10	-0	10	5	15

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TABLE-32

SCHOOLS HAVING SERVICE ROCKS

STATES MADRYA TRADESH

Schools	Area	Mangement		3 C H O O L	STOC			AVH	AVING	
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	Term	Private	7	7			4			7.
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Cary	TIPO TO	Private	100	5	W	12		0	9	e/
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TABLE- 33

WITH ANCILLARY SPACES

SCHOOLS

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TABL 3-34

STHOOLS WITH HOME SCHOOLS LABORATORY, AITES CORNOR ROOM AND GENERAL STITT BOOM

STATE: MAD HYA TRADESH

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TAR. 2-35

SCHOOLS HAVING VOCATICNAL LABORATORIES /WORKSHOPS

according to school authorities Misquate O ĺ ί 1 No. of Schools having vocational laboratories/workshops -1 (Education is being taugnt Vocational School s 8 where H a Han agenent Private Private Private Private Frivate Private GOVt. Govt. Govre Govt. GOAte Govt. M Uraban Total 至0七點 Kuial Area Rural Urten STATE : Schools Secondary Higher Secondary

TABLE 36

SCHOOLS ACORDING TO DRINKING WATER PACTLITY

STATES:	M RDHYA PR	PRADESH.		distr						1
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		Private	7	X	1	-	A COLUMN TO A COLU	The second	THE STORES AND	of a sec
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		Private		described and abstract	4	Account of the second	THE PERSON NAMED IN COLUMN	The state of the s		
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a) - Hand Pumps b) Running water tap within buildings Not a

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Sovt. Private

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c) - Well in the school Corpound; a) Water is brought from outside and stored in

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SCYOOLS ACCORDING TO TOTLET FACILITY

MADHIAPRAPESH

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SCHOOLS ACCORDING TO TOILET FACILITY

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Area	Rural		Uzban	*second-	ary Tetal			Pt ra1		Higher Secondaryirhan			10.641
Management	Gert.	Private	Govt	Private	GOVE	Private		40°T.	Private	Govt.	Private	යා පළි.	Private
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SCHOOLS ACCORDING TO PLAYGROUNDS & THRIR AKEA

STATES MADHYA TPRADESH

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			Less than 1000	1000 to 1999	2000 to	5000 to 9999	100c0 and above	Less than	1000 to	2000 4399	to 5000 to 2339	10000 and above
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	Rural	Govt.	7				!	1	1	1		
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Seco	Urban	Govt,	١		1	1	1	į	1	1	•	
Dagin		Private	7	1		l	l	(l	1	(
***************************************	Total	Govt,	7				(1	((4
		Private	7			١	((
	Rural	Govt,	3		4	9	14		1		17	70
H ohe		Frivate				17	7					
Secon-	Urban	Govt.	3	ď	9	6	50	1		7	17	
		Private	3	3	4	8	5				100	Pulmer selfer 1 deline 1st owners
	Totel	Govt.	ę	10	ا د	10	١٠٠	Color Agrandad and		W		
		Private	3	2	71	7	+				7 9	the state of the second
4								-	let. "ethers we beginning been appearance of the	APPRECATION OF MAKES IN INC.	fra e deligione. Profestation and	3

SCHOOLS ACCORDING TO COVERED SPACE FOR INDOOR GAMES

STATES MADHYA PRADESH

TABL3 41

SCHOOLS ACCO.DING TO CAMPEN AND CYCLE STAND FACILITY

STATES MADHYA TPRADESH

Schools	Area	Kanagenent		Schools	Reving	,		
			Persanenet Canteeu in the Building	Permanant Santean in the Campus	Temborary Canteen in the Compus	No	A Cycle Stand in the Compus Yes No	Canna Canna No
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	кигат	Private		ļ		7	Ч	(
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dary		Private	(-	7	~_	
•	Total	Govt,	4	((01
	3	Private		Ĺ		7	2	
	Rural	Govt.	{	ĺ		w.	~	29
Higher		Private				0	5	لره
Secon-	Urban	Govt.	(1	(7	6	32
		Private	7			33	25	12
•	Total	Gov t.	ţ	\$	1	75	12.	13
		Private	7			4.3	3c	1
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TABLE 42

SCHOOLS ACCORDING TO HOSTEL PACTLITY

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工程器 *	

Schools	Area	Management.	Cross		The second second second second						
		3	having	owning			Å,	Rooms in	Hostels		Number of Schools
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	7	C	*	5	૭	7	89	0	10		intake capanity
	Rural	60 vt.			_	-	,	<u> </u>	1	1.6	The state of the s
		Private				1					A definition
Secondary	Urban	Govt.	l		1	1	-	1		The second state of the second	The state of the s
		Private		TO THE PERSON NAMED OF THE PARTY AND THE PAR			_			({
				-	-				,	-	CHARGEST FIXEDRY - VAR MANAGE CITAMA AN ARRIVATION OF SERVICES AND ARRIVATION OF SERVICES.
	Total	Govt.				í	<u> </u>	 	l		THE CHAPTER WHEN A STATE OF THE PROPERTY OF TH
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		Private	ı	Contract description		-	-j-			STATE OF THE PERSON NAMED IN COLUMN NAMED IN C	t
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SCHOOLS ACCORDING TO IMINITIENAN FOR THE SAME SOURCES OF FUNDS FOR THE SAME

STATE :	MADH	MADHYA TRADESH	. . 1	SOURCES	OF	FUNDS FOR	THE SAMIE		
Schools	Area	Managarent	Schools	200	Source of	funds for mai	maintenance of building	1179	
	,		Periodical mainterance of buildings Yes No	Government	Local	Management (For Private Aided and Unaided Schools)	Contributions from Community	Fees From Students	Takin other
	2			7	7	89		10	
	Rural	Private	7 7	5				-	l ()
Secondary	Urban	Gart	11	~ 1		-			
	Total	Gerta	7 1	9	- 1	1 1		1	1 -
	Rural	Govt	20 t			1:1		; . 1	·
Higher Secondary	Urban	Govt Private	36 1	29	7	2.8	1	1.04	7
	Total	Govt	56 17 43 4	C2 7	6	122		1,4	7

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SCHOOLS ACCOADING TO DAMPHERS IN BUILDING

STATE: MADHYA PRADESH

Schools	Ares	Management	Vumber of		Schools	ì	affected b	sseudwep Aq	ł	according	t2	Porcentage	30	Rocas	i
•			having damp-	Par	Pampuess fr	n vails			Деп	1955 in	A Rols		Dyan,	11:058 1E	723
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	_	Private		(ļ .	l	l		\			(1	li
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Secondary		Private		_	ł.	1	1		į		١		-		
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		Private	Tre	((7		,			-		

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SCHOOLS ACCOLDING TO LEAKAGE TRAN ROOFS

STATE: MADHYA TRADESH

•							
Schools	Area	Management	Schools hating	la de	Schools having (Percentage Ci	2E3	d oy Leakige)
	1	-		Upto 4.5%	1	51 40	Above
	2	3	4	5		Annalitication and the second	an Charl Albania — dalla della constanti
	Rural	<u> </u>	kn		N	1	
		Private					
Secondary	Urban	CO44.					•
		Private					(
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	, Aural		. 13	7	4	17	-
Higher	- 4- 4	Privace	Co	٢,		1	
Secondary	Urban	govt.	1.3	7	C	ka	m
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		•					4 11 4 11 1

TABLE - 46

SCHOOLS ACCOMDING TO CUNDITICA OF SICRS/ WINDOWS AND LCCEABILITY OF BUILDING

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serools having	Doors in working order	C.						7	5	30.	-100	· · · · · · · · · · · · · · · · · · ·	i A	3
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	Area	2	Rural		Urban		Total		Rural		Urban		Total	
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	3. Central	(i) patna (ii) Telanda (izi) Fuyada (iv) Guya (v) gurangabad (vi) Hontus (vii) Bhojpur (viii) Bogusarei (ix) Funger (x) Bhogulau
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- Bandskantha (all)
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	3. Northern	(i) Bundergarh (ii) Kendujaar (iii) Magur Bhunj (iv) Sambal Pur (v) Dhenkanal (vi) Palangir

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	3.	. Central	(i) Kanpur (ii) Kheri (iii) Mardoi (iv) Unnao (v) Lucknow (vi) Fatehpur (vii) Sitapur (viii) Raibarally (ix) Barabanki

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Appendix - III

No. 9-4/85 Sadp

DEP REMINE OF MERSURLIANT EVALUATION, LORCEZ CONTROL INC. 100 M.C. A. O. O. P. P.C. R. P. P.C. R. P.C. R. P.C. R. P.C. R. P.C. R. P.C. R. P. P.C. R. P. P.C. R. P. P. P.C. R.

bubject :- Minutes of the Meeting of Emports on school Buildings.

meeting was held on 1/10/1985 to discuss the meeting was held on 1/10/1985 to discuss the meeting was held in the MCERT, New Delhi and the following were present.

- 1. Mr. M.Y. Bomena, Executive Engineer, Fendrya Vinyalaya Conginan.
- 2 Mr. B.G. Duggel, Senior Architect, P.W.D., Polhi Administration.
- 3. Mr. M.Y. Goel, CBEI, Hoorke.

, me

4. Mrs. Neeta Miltal, CBRI, Hoorkee.

The following faculty members of the Department attended the meting.

- 1. Prof. K.N. Hariyamiah
- 2. Dr. D.M. Abrol
- 3. Dr. C.L. Faul
- 4. Sh. S.M. Bhargava
- 5. Dr. Satvir Singh
- 6. Dr. K.N Rao
- 7. Sh. J.K Gupta
- 8. Sh. Pushponder Kumar
- 9. Sh. S.C. Mittal
- 10. Sh. M.K. Gupta
- 11. Sh. O.P. Arora
- 12. Smt. Manju Trehan

The following nominated members could not actend the message

- 1. Sh. M.M. Miscry
 Debuty Director (Destin),
 N.B.O., Hirman Bhawen Guing,
 How D. Thi I
- 2. In S.F. Shulla, provey Director of Education, paint commistration, print 51.
- A. die W.T. Mathur, C.B.R.I. Brorles

Prof. P.J. Histyannich wel on d the nomeat drembers and then had them for accepting the invitation to attend the reating, The objective of the present study was endained on the group and also efforts made by NOINT in collecting information on school buildings chrough three all India intersion I parvies wire explained. Since bless all veyo were o county symmeth are not possible to get general a uniormanion introding school buildings. It was, therefore, decoded to unders to a study of senool buildings of decommentinguor graculdary cohord; in some selected states on sample basis. gho, hever could be one one phases. In the miss on se five persont ample commonly in the selected states would be covered. In be a could place a case atudy of a sub-sample of selected sendols would be conducted. He requested the northweed rembers to give their general observations about the questionaline and calcuss the same item-tago. Hr. A.F. Samna expressed his deep approchation for undermaking the study of school buildings. The Committee made the following suggestions.

- I. The it ms in the justionners may be i-grouped.
- ?. The number of items may be reduced.
- 3. Before finalising the tool, it may be tried out in some schools.
- 4. For tryout some schools nearby Roorkee and belli may almobe selected so that expert guidance of experts could be utilised.
- 5. After try out, on the balis of practical difficulties, the questionnaire may be restructured. The modified questionnaire may be sent to nominated members to seek their comments by post.

The the light of comments here ived from homen to a momber of, to an absorber of may be furthern for a first in the condition second a obtained of the condition of the condition of the condition of the converse of loss Lemichtury the curves.

DEPARTMENT OF MEASURAMENT EVALUATION SURVEY AND DATA PROCESSING

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INTENSIVE STUDY OF SECOND...RY AND HIGHER SECONDARY SCHOOL BUILDINGS

INSTRUCTIONS FOR FILLING IN
THE QUESTIONNAIRE

Instructions for filling in the Questionnaire

The questionnaire enclosed herewith relates to the project "Intensive Study of Secondary and Higher Secondary School Buildings". The information for each and every item in the questionnaire is to be procided by the Principal/Headmaster of the selected school. To facilitate the process of filling in the information certain points are muntioned below. Please read them carefully before filling in the questionnaire.

- 1. The date of reference is 30th September, 1985. All information is to be given as on 30th September, 1985.
- The filled in questionnaire is to be processed with the help of electronic computer. It is, therefore, necessary to provide information in exact and accurate manner. Please write 'Nil' or put cross (X) in the items not applicable to your school, but Do Not Leave Blank Any ltem.
- of two types namely, (a) multiple choice type, (b) countibate information type. The procedure for providing responses with respect to each of them is as under:
- choices are provided against each of the items. Please choose the most appropriate choice applicable to your school and put a tick mark () in the brack it provided against the same. In some questions like 3.8, 3.10, 3.11, 6.5.2 and 8.7 more than one answer may be applicable to your school. In the items having answers: Yes/No, please strike which is not applicable.

it will be entered as 1 9 5 0 But in 1.12, if the enrolment of the school is 735, the entry will be made as 0 7 3 5

ø

(c) I tems of descriptive information type:

Information in certain items have been asked in open ended form. Responses to such items should be described/mentioned specifically to the point and should be brief.

4. <u>Item 1.7</u>:

All schools run by State Government, Central Government, Public Undertakings and Autonomous Organisations completely financed by the Government will be treated as GovernmentSchools. All schools run by Municipal Corporations/Municipal Committees, Notified Area Committees, Zila Parishad, panchayat Samities, Cantonment Boards etc., will be treated as Local Body Schools.

5. <u>I tum 1.8:</u>

A school is "School for boys" if boys are admitted to all classes and admission of girls is restricted to some specific classes only. A school is "School for Girls", if girls are admitted to all classes and admission of boys is restricted to some specific classes only. A school is Coeducational if boys and girls are admitted to all classes of the school.

Item 1.13: 'Non-teaching' staff will included all employees of the school excluding the teachers.

- 6. Where necessary, give the information for majority of the building.
- 7. Item 2.7: Noxious Industries means where the byproduct is in the form of Intense smelling gasses.
- 8. Itom 4.1: Space has been provided for '6' sections per class. If there are more than 6 sections in a class, please attach a sheet and give all information by drawing similar table and columns.
- 9. Item 4.2 Please write 'NIL' or put (X) cross mark in col. 2 for items not applicable to your school.

Item 4.3.1 Put cross (A) mark to 1 tems not applicable to your school.

- 10. Item 5.1.2. a) & b): d.C.C./Reinferced Brick (R.B.); Steel (Iron) bars embedded in concrete or brick work during construction, either vertically and/or horizontally.
- 11. Item 5.1.3 (d): Mosaic/Terazzo Floors:

 Masaic floors are built up from small cubes of marble, glass, pottery laid in coment to a pattern. When the surface is abraded and thus smoothen after laying, it is called Terazzo, (with chips).
- 12. Itom 5.1.6/5.1.7 (Shutters of Doors and Windows):
 - a) Shetters completely of glasses are 'Fully Galze
 - b) Shutters completely of wooden are 'Fully Panell
 - c) Shutters made of both glass and wood are 'Partl glazed and partly panelled.'

CONVERSION TABLE

Lungth

- 1 Yard = 3 feet = 0.9144 mtrs.

Area

- 1 sq. Foot = 929.0 sq. dis. = .093 sq. mtrs.
- 1 sq. Yard = 9 sq. feet = 0.836 sq. mtrs.
- 1 Acre = 4046.86 Sq. murs. = .4047 Hectarga.
- 1 Hectare = 10,000 sq. mtrs. = 11,959.85 sq. Yards = 2.471 Acres.

DEPARTMENT OF MEASUREMENT EVALUATION SURVEY AND DATA PROCESSING N.C.E.R.T.

School Identification code

	State	Distt.	School
Į			
١			

A STUDY OF SECONDARY AND HIGHER SECONDARY SCHOOL BUILDINGS

0	GENEF	AL I	NFORMATION							
	1.1	Name	of the school	:					بته تبدینانیستیانین	
	1.2	Name	of village/town	:	سنستن سيسي					
	1.3	Tehs	il/Taluk	:	والمرافق وال	والمراز والمرابعة والمراجع				•
	1.4	Dist	crict	:			- 			4
	1.5	Stat	çe	:	gy-maintenance of the street filled to					•
	1.6	Area	a	;	Urb	an ()	Rural	()
4	1.7	Man s ch	agement of the			·				
,		a)	Government		()				
		b)	Local Body		()				
		c)	Private Aided		()				
		d)	Private Unaided		()				
1.	ر 1. 8	Тур	oe of school :							
		a)	Boys		()				
		b)	Girls		()				
		c)	Co-educational		()				
	1.9	Wh	ether the school i	s‡						
		a)	Fully residentia	1	()				
		b)			()				
		c)	_		()				

visio Year of establishment:

	(Please write 'Not Applicable' against i	item(s)
	which do not apply to your school, in the	nis
	question).	
	1.10.1 As Primary school	
	1.10.2 As Middle school	
	1.10.3 As Secondary school	
	1.30.4 As Hr./Sr. Sec. School/ Jr. College etc.	
1.11	Classes taught in the school From class	
1.12	To class Total Enrolment of the school:	
] 43	Total number of staff Tracing working in the school:	Non-leaching
1.14	Whether the school is running in double shift?	Yus/No
1.15	Whether the school provides education in different vocations at the Higher Secondary stage?	Yes/No
1, 16	Whether workshops for different vocations are available in the school?	Yes/No
2 0	LAND AND SITE DETAILS	
	2.1 Please mention the	
	2.1.1 Total area of land with the school (in sq. mtrs.)	1
	2.1.2 Covered area of build- ing on ground floor (in sq. mtrs.)	

2,2	Whether any demarcation of school boundary has been made?	Yes/No	
(\ de \land 1	If yes in 2.2, mention whether the school boundary has been demarcated by?		
	a) Pucha compount will in all sides	()
	b) Brithed wire General Medge on all sides	()
	c) Partly pictions underly and partly hade from divide on all sides	()
/ lev	d) Purho compound vall/hadde/ norbed wire in law sides only (i.e./sides yet to be covered)	()
	e) Without a,b, c and d above	()
2.1	Does the school have extra land for future expension?	Yes/No	
2,5	Whether the school campus is approachable through a metalled road?	Yes/No	
2,6	Does the water stagnates in the unmetalled approach reads to the school during the rainy season?	Yes/No	
2.7	Whether the school site is free from:		
	a) Henvy traffic	Yos/No	
	b) Noisy environment	Yes/No	
	c) Noxious industries	Yes/No	
2,8	Internal Levelling and drainage		
	2.8.1 Whether the entire school campus is properly levelled with adequate drainage system (not applicable for hilly terrain)?	Yes/No	ı
	2.8.2 If no in 2.8.1, whether the water stagnates in the school premises during the rainy season?	Yes/No)
2.9	Whether the school is located at a proper location in relation to community? (Concept of catchment area):	Yes/No)
2.10	O Whether the school campus has sufficient space for morning assembly/prayer?	Yes/No)

3.0	DETA	ILS ABO	UT SCHOOL CAMPUS :		
	3 1	Does t	he school have a pucka building?	Yes/No)
	3,2		in 3.1 mention the mode of ement of teaching:		
		a) In	Thatched hucs/Kachaha building	()
		b) In	Tented accommodation	()
		c) In	Open space	()
	0. 3	If yes	, in 3.1. answer the following:		
		3.3.1	In which year the major portion of the school building was constructed?		
		3,3,2	Please montion the number of storeys in the present building (for majority of its portion):	•	Agenta Parketa magina di Parketa
			a) Single storeyed (i.e. ground floor only)	()
			b) Double storeyed (i.e. ground and first floor)	()
			c) Three storeyed (i.e. ground first and second floor)	()
			d) More than three storeyed	()
		3.3.3	With reference to 3.3.2 mentioned above whether additional rooms can be constructed on upper storey?	Yas/No	
		3,3,4	Whether the school building has covered passage/varandah by the side of most of the rooms?	Yes/No	
		3,3,5	If yes in 3.3.4, please give the breadth of the varandah (in cms.)		I
	3.4	Whethe origin	r the building was constructed ally for a :		
		a) Sch	nool	()
		b) Re	sidential purpose	()
		c) Te	mple/dharamshala/roligious place	()
		d) Par	nchayat ghar	()
		e) An	vother (Please specify)	,	•

3.5	/het	her the school accommodation is :		
	a)	Owned (By virtue of construction or purchase)	()
	5.)	Owned (By virtue of donation)	()
	c)	Rented	(,
	ત)	Ro. t. Spee	(
	۴.)	Partly owned and partly rent-free	(•
	f)	Partly owned and partly rented	(;
	y)	Partly rented and partly int-free	()
	h)	Partly owned, partly renter and partly rentarios.	(`
3,6		the school is running in a ront-free dang whether it is a :		
	a)	Temple/resque/Church/other religious	(
	ಓ)	Pirvace house	()
	c)	Group 11/Panchaya' hous	()
,	ત)	Any other (, Tuis, specify)	()
3,7	ווי על	the school recorrectation also an eventual and for verosus or 1.00	Yos/No	
3.8	Ιf	yes in 3.7, neritten d'a beapre (s):		
	3,8	•1 For another sencel/college	()
	3.8	.2 For organising partature classes	()
	3.0	.3 For Adult/Non-Formal education centre	(7
	5,8	.4 For community library/recreation room	(,
	3.8	•5 For Panchayat moutings	()
	5.5	For Heligious gatherings	(ţ
	ડે # દ	.7 For family welfare camps	(,
	0,0	8.8 For wookly Bazar	()
	3.	For any other (Please specify)	()

, e ' - '	CJ UD.	us?	Yes/No	ı
3. 0	abou	se mention the agency which decides the construction of additional building to increase in enrolment/upgradation of ol:		
	a)	Government	()
	b)	Local Body	()
	c)	Management Committee (for F iivate and ed) Unaided Schools)	()
	d)	Principal/Headmaster	()
	e)	A committee consisting of Principal and teachers only,	()
	f)	Any other (please specify)	(1
3.11		ase mention the sources of funds for struction of additional class rooms, etc.		
	a)	Government	()
	b)	Lo cal Body	()
	c)	Management Committee (for Private Aided and Unaided schools)	()
	d)	Contributions by Community	()
	0)	Any special fee charged from students for this purpose	()
	f)	Any other (please specify)	()
3.12	dev	ther the school Campus has been eloped in a planned manner (and not a haphazard way) ?	Yes/N	0

4. DETILE OF ACCOMPODATION IN SCHOOL BUILDING

Please give information about number of sections, strength and size of each class room.

			<u> </u>	-			 	-				-	 	1			
NOTE :L	XII	IX	×	XI	VIII	VII	VI	<	ΛŢ	III	II	Н	(1)				000000000000000000000000000000000000000
:L. Length, 2. The infa may be a 3. In case													(2)			in each	sect-
B = format	1												(3)		class	for all sections	rooms
10 700													(4)			students	Sect
These show ol. 2 and 3 ilable room f sections													(5)	L		the (in	n 'A'
should be and 3 may to rooms are mo	!	{							1	1	,		(6)	t.		mtrs.)	i
se should be given upto of 2 and 3 may tally, or may le rooms.									1	1			(7)			students	Sect
upto one decimal or may not tally in the number of								4		- +			(8)	۲		the room tin mtrs.	11
K 1													(9)	ש		$\widetilde{}$ \circ	1 5
place. (as the sections in a rooms used for particu									-+				(01)			f Number of students	a ccomm
sections i	,								1				(11)	۲۰	(in I		tion on 'C'
cl			-										(12)	В	(in mtrs.)	Dimension of the room	
class	i-				L .	J-	-					*******	(13)	_		Remarks	*

23

2. In case the number of sections are more than the number of rooms used for a perticular class,

Prease indicate now the additional sections are managed, in the remarks columns,

4.? Please give the details of other spaces available in the school building. In case there are more than one room for any single item in col. 2, please provide details of each room separately.

Description of space	No. of rooms	of roo (in upt dec	ms ! mtra.); o one ;	Whether the fa lity/s ce adequate per en ment. se () in the ropria	ci- pa- as -rol- Plea-	Remar!.s
	1	I.	B	YES	NO (6)	[7]
(]-	(2)	(3)	(4)	(5)	(6)	
A. TEACHING SPACES						
1. Science Laborato	r -	1				
es.						
a) Physics i) Laboratories						
		-	 			
ii) Stor⊶ cumpro		 				
+ ili) Dark room						-
b) Chemistry i) Laboratorics						_
ii) Store-cum- proparation						_
iii) Balance room						. 1
c)Biology i) Laboratories						
ii) Store-cum- preparation						
Jii) Museum	1					_
(i) Nome Science	s					}
store cum preparation						
Combined Labor for two or mor subjects 1) Laboratory	atory					
ii) Store-cum- preparation	1		_			-
iii) Daik/balan 1004 museu	ce m			-		
f) Vocational La tori, s/vlorksh	pora-				Calit	d Page 10/.

777		2	1 3	11	5	6
2. •	caloral Science room in addition to A. I shove (for niddle classes)					
3.	Science lecture room(s)					
4.	Social Studies room (Geography, History)	Mangapagan and and an analysis				
5.	Art/Drawing room					
6,	Activity/Music room					-
7.	Work-Exp^fience/ Craft⊸rcom		and the second second	Proj. Coperational Sci.		
8.	Library *					

9. If there is a separate room available for labrary (as per item marked *in table above), please give the number of students who can sit at a time in that room.



Jesc .ption ,) of space	Noof rooms		n mtrs.)	Whether of the is ade	room quate	Remarks
		L	В	<u>riate</u>	approp	
	(2)	(3)	(4)	Ye s (5)	No (6)	(7)
B <u>ADMINISTRATIVE</u> SPACES						k.
l. Principal/Head Master's room					'	
2. Office						
3. Vice-Principal's room						
4. Staff Common room						
5. Combined for Principal & Office						
6. Physical Education Teacher's room				}		
7. Visitors room						
6. General Store(s) C. SEKVICE & SUPPORT						
1. PCC/ACC/Scout				,		
2. Modical Unit/ 1 lirst Aid						
3. Pook Store						-
4. Cames & Sports Store						
L. ANCILLARY SPACES						
1. Hobbies Club room						
2. Audio-Visual room						
3. School Museum						
4. Assembly Hall					_	
5. Girls Common room						- u - a 17
6. Boys Common room						
7.* Canteen (if it is within the building.	ng)					

NOTE: L: Length, B: Breadth. These should be written upto one decimal place.

thease give the following information about laboratories: 4.3 4,5,1 Suprestly of each laboratory : Physics Chemistry Biology | Home Science Combined Vocational Whether the adequate running water taps are available in laboratories? 4.3.2 Yes/No 1,3,3 Thether adequate electrical fittings for performing experiments are available in Laboraturies ? Yes/No 1.3.4 Whether adequate fittings and fixures for performing experiments have been provided in the laboratories? Yes/No Are there any special bottlenecks in any of the Laboratoties? If yes, please mention these: 1.04 4 3 5.1 Physics 3,5,2 Chemistry 1,3,3,3 Biclogy ,3,5,4 Home Science 3,5,5 Combined for two or more subjects ,5,5,0 Vocational Please give the information about total number of rooms (both instructional and non-instruction) in the school building: Pucka Kachcha Thatched Tents Istal 5.0 DETAILS ABOUT THE BUILDING: In case the building is pucha. Please montion about the : 5.1 Type of walls (for a newly it regular. 5.1.1 Briok a·)) bi Stone) "C) Wooden

Any other (Please specify)

9)'

				of			
5	*(j ½)	Type loui)	of Roof Slab (for maj	ority roo	ms):		
Wag.		a)	R.C.C.			()
		b)	Reinforced Brick			()
		c)	Stone			()
		d)	Woo den			()
		e)	Any other (please speci	ify)		()
-4	5.1.3	Тур	e of Floors (for majori	ty of room	ns)	:	
		(Ti	ck \at the appropria	ate place)		
4		a)	Wooden			()
		b)	Bri ck			()
		c)	Ordinary cement concre	te		()
Ì		d)	Mosaic/Terrazo (with c	hips)		()
		0)	Any other (Please spec	i.y)	Automore Labour	()
	5.1.4	Typ (fo	e of finishing provided r majority of rooms, ti	for mason ck (\	_	<u>rk:</u> ppropria <u>Extur</u>	_
		a)	White wash/colour	()	()
		b)	Dry destemper				
4		c)	Snowc em	()	()
1		d)	Paints	()	()
		e)	None above	()	()
	5.1.5		oe of Doors and Windows:	(for maj propriate	ority o	of rooms	
						Ma <u>de o</u> :	£
				Wo	<u>oo d</u>	Ste	el
		a)	Door frames	()	()
		b)	Door shutters	()	()
Fe		c)	Window frames	()	()
r		d)	Window shutters	()	()

5 1,6	Whether the doors have the ajoutty of rooms () at	appropri	.ate_plac	e)
	, Fully glazed shutters	()		
	panelled shutters)		
	o' Fully panelled shutters	()		
•	Thouser the windows have:) at	appropri	iate plac	c)
	a) fully glazed shutters	(}		
	n) Pactly glazed and partly panelled shulters)		
	r Fully panelled shutters	() .		
5 1,6	who has the doors and windows are painted (for majority of rooms)			Yes/No	
5.1.9	Whether the school kuilding is	locl a	(able?	Yos/No	
5,4	The deblind of the following to technical appropriate the following to the feet of the first technical and the feet of the fee	1.,/Th .,! <u>tv</u> _0	ined. b	Lyaso men	lion al
5,2,1	7 . 5 6 6 4 - 7 1 4		•		
	a) Wooden blank.	()		
	b) But 1/Sum	()		
	ci /wu	ı)		
	a) ay other (missis spect y	l e en	new south, bid	(}
5,2,0	Ind Faces				
	a) Clay, Mangalovo viles	()		
	b) Tin snects	()		
	t, Wooden	()		
	c) Shatched	()		
	e) Any other (Tlease specify	.)		_()

_	~ / ⁶ 5	•	1.C. Floors				
		a)	Ka ch ch a	()		
	ı	b)	Wooden	()		
		c١	Bricks	()		
		d)	Any other (Please specify)	()		
	6,0	GEN	ERAL PLANNING DETAILS				
		(pl	ther most of the rooms have ease tick (\(\simes \) in the a unn).		riate		
		αĎ	Natural lights	Ad	eguate In	adeguat	e t
		ხ)	Artificial lights				
		c)	Both natural and artifici	.al			†:
	6 . 2		ether most of the rooms and tilated?	orq en	porly	Yes/No)
	6.3		ethor black boards in whith free (un.ffected) Trom s			Yes/No	,
	6.4		ntion about the electrical distance in the building	£1 () {	ngs	St. S App. Seminated Company Seminated	
	6,4,1	Who	ethor fittings and figures	are a	dequato?	Yes/N	0
	6.4.2		ether the physical condition ting is satisfactory?	Dy VĮ	above	Yes/N	0
	6.5	To	ilet Facility:				
	6,5,1	to:	ther the school is having ilet facility?			Yes/N	
	6,5,2	Ιf	yes in 6.5.1 please (V	/) ε	t appropr	iate °	pluce(s)
		a)	separate for boys			()
		b)	separate for girls			()
		c)	scparate for male staff			()
		a)	separate for female staf	f		(j
		~)	common for staff and stu	dents		()
		ĵ)	common for boys and girl	.s		()

6,5,3	Who	ether this facility is	-vail-' y,	. [با			Yos/	No	3.
6,5,4	C.Į	the facility in mtrs:	-	1 ,	()				1
6.6.1	Whe	nking water iaculity ther the school is havi er facility?	ng dra	nŀiı	ng		Yes/	'No	
6.6.2	If and	yes in 6.6.1, please t wits adequacy in the a	ick (ppropr	n/j	the	5 SCU	rce		
			•	Sou:	ccc	Ader	<u>unte</u> /	Inic	legunt
	l n	Hand pump		()	()	()
	11)	Running water tap within the building		()	()	()
	()	Wall in the school compound		()	()	()
	a	Water is brought from outside school and stored in-pots/tanks	1	()	()	()
د واکود	Ir wal	water taps are availab tor, please give their	le for number	dr:	inkir	ng			
6.7	Gar	mes and sports							
6.7.1	1)0	es the school have play	ground	1?	Y	us/No	0		
6.7.2	ll	yes in 6.7.1, thether	the pl	αγι	roun	d is	:		
	a)	Within the school can	npus				()	
	b)	Outside the school ca	eugme				()	
6.7.3	If cf	yes in 6.7.1, please playground(s) in sq. 1	nention atrs.)	th	e to	tal	area		
C.7.	Sβ	es the school hawe any ace for indoor games? clude verandhas here).			not		Yes	/No	

	. 41/4	
ŏ.7.5	lf yes in 6.7.4, please give its area (in sq. mtrs.)	f
×	(, î , ,	The second secon
6.8	School Canteen	
6.8.1	Whather the school has :	
	a) A permanent canteen in the school building	()
	b) A permanent canteen in the school campus	()
	c) A temperary canteen in the school campus	(
	G) No canteen	(
6 .	Is there a cycle stand in the school campus?	Yes/No
· 17 (7)	HOSTEL ACCOMMODATION	
, 1	Is there hostel facility forthe students?	Yes/No
, , ,	If yes in 7.1., please mention:	
	a) Whether the building is owned by the school?	Yes/No
	b) Number of rooms available for students.	
	c) The intake capacity of the hostel.	
	d) Number of students res ding in hostel	
8,0	MAINTENANCE AND REPAIRS:	
8,1	is there any dampness in the school Building?	Yes/No
3.2	If yes in 8.1, please give the number of rooms affected:	
	a) Walls (of how many rooms)	
	b) Roofs (of how many rooms)	
	c) Floors (of how many rooms)	

£	nei II 'le	there any leakage from ro ny aeason? yes in 8.3, mention the n use state the present con windows in majority of r	umber of rooms dition of doors		
	s ch	ool buildings:	Ī	n workind	order
	ત)	Doors		Yes/No	
	b)	wlindows		Yus/No	
}6		there any system of periontenance of the school bu		Yos/No	
U. 7	lí maj	yes in 8.6 please (\checkmark) so attendance of the school bu	ources of funds ilding.	for	,
	i)	Government		()
i	ii)	Local Body		()
ij	iı)	Management (for private unaided schools)	aided and	()
i	iv)	Contribution by Communit	У	()
	v)	Tuilding fees from strate	als	()
7	vi)	Any other (Please specif	7)	()
	nocl	: Plenso gave any other a Building, which in your ove.			
to fifther destructions and	er Am sahiyagay)ang Marakan Malajan Sa				
137500		Mandrey darents — the stift and glass ground a special ground	Signature of He Principal with	admaster/ office so	, eal

... 5) 5 -

SUBJECT: Study of Secondary and Higher Secondary School Buildings in Four Selected States.

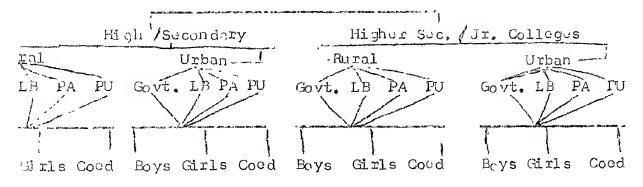
Guidelines for Tapulation of Data at State Level.

General Information

Please ensure that prior to start of tabulation of data, all the questionnaires have been properly scrutinised and discrepencies removed. A special mention in this regard is about the unit of measurement of total area, covered area, area of play grounds etc., and length and breadth of available rooms in schools, which is required in square metres only, and not in any other unit. Also make sure that all the items have been responded by the schools.

2. At first it is suggested that forms may be arranged in two separate bunches, one of High Schools and other of Higher Secondary/Junior Colleges. The each of these bunches may be divided into two - Rural and Urban. The bunches of Rural and Urban then be regrouped as per hanagements of schools and then as per type i.e., Boys, Girls and Co-educational Schools. This is elaborated in the following diagram:

Total Forms



- 18A7

After arranging forms in above order, you will find that each bunch was a very small number of forms - may be to 10 - only. Now your work of tabulation is easy.

- 3. In most of the tables, Government and local body schools, and Private Aided and Unaided Schools have been clubbed together and the tabulation is to be done accordingly.
- 4. Six sets of tables are being sent for your state.

 Two of these may be used at first stage for rough tabulations then two fair copies may be prepared, of which one may be sent to this office and one to be retained at /our end.

 Two sets of tables are extra, to be used, if required.

Tahulation of Data

In most of the tables, simple tally marks are required,

However, in few tables some calculations are to be done. At the
left hand top corner of the tables, the specific item numbers
have been provided, which is the source for preparing the
tables. Please make use of this information.

Important

Most of the tables are simple and only tally marks are required. However, the total number of educals, i. . the grand total should tally in all cases.

Tables 1,2 & 3. Simple tally marking.

Table 4,: The total area of land with the school as in 2.1.1., may be divided by the total enrolment of school as in 1.12. By this simple calculation we can get the area available per child in a school.

Table=5: Taking total area of large of covered area on ground floor (2.1.2)

may be calculated.

Table -6 to 19 : Simple tally marking.

Table -20: Number of section's in all classes (Col. 2 of item 4.1) will be added and also number of rooms available as per Col.3 will be added. If both the totals tally, the information will be tally marked in Col. 4 of the Table. If totals do not tally, then information will be entered in any of the Cols. 5 to 12, for example if in a school there are 17 sections and only 12 rooms are available, then one tally will be marked in Col. 9 for that school.

Table - 21: While preparing this table, the information of primary and middle classes should be ignored, as this is to be tabulated for secondary and higher secondary classes only. For example if a school has classes I to X and classes I to VII are primary/elementary, then information of classes VIII to X only will be considered. To be more clear, one example from a filled in questionnaire is reproduced here.

ITEM: 4.1 COLS								
I	2	3	4	5	6	7	8	9
I								
II								
III								
IA								
7								
VΙ								
/III								- 0
VII	I 2	2	40	6.3	5.8	38	6.3	5.8
IX	2	2	42	6.3	5.8	40	6.3	5 _• 8
Х	2	2	45	7.1	6.5	43	7.1	6.5

As above, VIII & IX Classes have 4 Sections and four rooms, and each room is of the size of 6.3 (L) X5.8(B)

meters. So area of fiese 4 rooms = (6.5AU.o), Sq.meters. = 36.5AYA = 146.16 Sq.mtrs.

Also there are two sections in class K and two rooms are available, of size 7.1 X 6.5 mirs.

So area of these two rooms =

 $= (7.1 \times 6.5)$ mtrs. X 2

=46.15 Sq.mtrs, \times 2

= 92.30

Accordingly, the total area of 6 rooms available for secondary classes in the school is

= 146.16 + 92.30 = 238.46 Sq.mtrs.

and total number of students sitting in these rooms are $(40 + 38) + (42+40) + (45 + 43) = 78 + 82 \div 88 = 248$

If we divide the total area by the lotal number of students, we will get area per student in Sq. mtrs. As per example above:

Area por 238.46 = 0.96 Sq. mtrs. (approx). student = 248

Therefore, for this school one tally will be put in Col. 6 of the talle. Please proceed accordingly.

Table 22: For each school having No Laboratory, a tally will be marked in Col. 4. For a school, having ither one, two or three laboratories (Please do not take into account Home Science Laboratory here) one tally will be marked in either Col. 5 or 8 or 13 respectively. For these laboratories, the () marks in Col. 5 of the questionnaire will be taken into account to fall information in Cols. 6,9,11,14,16 and 18 respectively of this table.

Further, for each laboratory, a rough calculation of its area i.e. LxB (Cols. 3 & 4 of item 4.2) will be done.

it will be ignored. When the area is equal or nore than 67.62 Sq. mtrs. of a particular laboratory, one tally will be put in any of the 7/10/12/15/17/19 columns respectively.

Table: 23 to 30: Simple tally marking.

<u>Fable-31</u>: Please mention the bottlenecks in Laboratories at the bottom and put tally marks accordingly in Cols. 9 to 23 of the Table.

<u>lable : 32 to 38</u> : Simple tally marking.

Table-39: For different type of schools, i.e. Boys, Girls and Coeducational, the non-applicable items have been omitted in the table. Its a simple tally marking table of the applications.

Tuble - 10 : Simple tally marking.

Table -41: In this table, the tabulation is to be done as per the different combinations of sources of drinking water. A simple tally marking case but there may be more than one source, hence more than one tally is possible in a school. Please ignore adequate/inadequate part 1 item 6.62.of the questionnaire.

Table: 42: The total enrolment of the school is given in item 1-12 and the number of taps available are in item 6.6.3. This is a simple tally marking table, but two suparate tables, one for High and other for Higher Secondary Schools will be prepared. Accordingly either B or A will be deleted.

Table 43 to 46: Simple tally marking,

rooms are given. Taking this total as 100, percentage of affected rooms in item 8.2 a, b, & c will be calculated. For example if the total in 4.4 is 15 for one school, and in 8.2 a, b, and c; 03,04 and 07 rooms are entered, it means that walls of 20% rooms, roofs of about 27% rooms and floor of about 47% rooms are affected by dampness. Accordingly for this school one tally each respectively will be put in cals. 5, 10 and 14 of this table.

Table \rightarrow 43: This table will be prepared by same procedure, as for 47.

Table -48 to 50: Simple tally marking,

Fiftenday: - 32-7.

DEPARTMENT OF MEASUREMENT EVALUATION SURVEY AND DATA PROCESSING

INTENSIVE STUDY OF SECONDARY AND HIGHER SECONDARY SCHOOL BUILDINGS

INSTRUCTIONS FOR FILLING IN THE QUESTIONNAIRE FOR INDEPTH STUDY

Instructions for filling in the Questionnaire (INDEPTH STUDY)

- 1. The date of reference is 30th September, 1985: All information is to be given as on 30th September, 1985.
- 2. The filled in questionnaire is to be processed with the help of electronic Computer. It is, therefore, necessary to provide the information in exact and accurate manner.
- 3. The items provided in the questionnaire are generally of two types namely, (a) multiple choice type, (b) quantitative information type. The procedure for providing responses with respect to each of them is as under:
- (a) Items of Multiple Choice Type: Possible response choices are provided against each of the items. Please choose the most appropriate choice applicable to your school and put a tick mark (in the bracket provided against the same. In some questions like 1.5.3.2, 5.1.1., 5.2.1. and 6.1 (a), etc. more than one answer may be applicable to your school. In the items having answers: Yes/No.please strike which is not applicable out of the two.

(b) Items of Quantitative Information Type:

A number of squares are provided against such items to obtain information in numerical form. The information is to be provided only in Arabic Numberals i.e. 0,1,2,3,....9.

hand side by entering one digit in one square. The remaining squares on the left hand side, if blank, are to be filled in with. Zeros. For example in item 1.1.2 three blank squares have been provided to enter the number of trees in the school campus. If the school has 15 trees, it will be entered as 0 1 5 and in case classes are (can be) taught under 7 trees, it will be entered as 0 7 in 1.1.3.

4. Where necessary, give the information for majority of the building.

5. Item 2.2.1.

a) PERMANENT BUILDINGS:

Building having walls made with material of permanent nature e.g. bricks or stone and roofs with reinforced* coment concrete (R.C.C.) or Reinforced* brick work (R.B) or bricks laid on timber/steel joints or Brick arches etc. will be taken as permanent. Frame structure construction having R.C.C. columns and RGC roofs will also be included in this category. The life of such buildingsis of more than 50 years.

*Reinforced - steel (Iron) bars embedded in concrete or brick work during construction.

b) <u>SEMI-PERMANENT BUILDINGS</u>:

Buildings having walls made of permanent nature e.g. brick or stone or timber and roofs with A.C.C. (Asbestos Cement Corrugated) or C.G.I. (Corrugated Galvanised Iron Sheets) commonly known as tin sheets, or manglore tiles on steel or timber trusses will fall under this category. The life of such buildings is of more than 30 years.

c) TEMPORARY BUILDINGS :

Buildings having walls or roofs made with material other than mentioned above e.g. Mudwalls, Ekra walls etc. and thatched roof or roofs with country tiles (Khaprail) will be termed as temporary Buildings. Their life is about 10to 15 years.

6. Item 2.2.2.1

(a) Spread Foundation:

A foundation providing a continuous longitudinal bearing, is spread foundation. This is traditional way of construction of foundation.

b) Raft Foundation:

- i) These are thick reinforced concrete slabs or beams covering the entire foundation area of the building. This technique is provided where the bearing power of soil is low.
- ii) A foundation continuous in two directions covering an area equal to or greater than the base area of the building.

c) Pile foundation:

This foundation is of the form of long underground concrete pillars/columns used to transmit load through soft, unstable surface soil to harder or more stable soil below. This is more commonly used where black cotton soil is available.

7. <u>Item 2.2.2.2.</u>

FRAMED CONSTRUCTION R.C.C./STEEL/TIMBER: The system consists of Frame made with R.C.C. (Reinforced Cement Concrete) columns and R.C.C. beams & roofs. The infill panel walls, in brick or likewise other materials, are built after the completion of the frame. The load of roof is transferred to frame columns and the walls are left free. Similar is the system for steel/timber construction except that either the complete frame is made with steel/timber or only columns are made with steel/timber. Columns made with bricks and R.C.C. Beam over them will also fall under this category.

LOAD BEARING CONSTRUCTION: The walls made with brick or stone supporting the load of roof will be known as load bearing structure. This may or may not have beams/trusses to transfer the load of roof to the walls.

- 8. Item 2.2.4 a & b: R.C.C./ Reinforced Brick (RB):
 Steel (Iron) Bars embedded in concrete or brick work during construction, either vertically and/or horizontally.
- 9. Item 2.3.2 (b) ACC Sheets; Asbestos Cement Corrugated Sheets and 2.3.3. (d) C.G.I. Sheets: Corrugated Galvanized Iron sheets (thin iron/steel sheets are used for roofing.).

DEPARTMENT OF MEASUREMENT, EVALUATION, SURVEY AND DATA PROCESSING N.C.E.R.T.

School	Identification	n Code
	مالدن المراجع المستحدث والمستحدث والمستحدد	
State	District	School

A ST JDY OF SECONDARY AND HIGHER SECONDARY SCHOOL BUILDINGS (OUESTIONN AIRE FOR INDEPTH STUDY)

L.	GENERAL DET VILS:
1.1.	Outdoor teaching facilities:
1 - 1 - 1 -	Does the School Campus have trees? Yes/No
1.1.2.	If yes in 1.1.1., please give their number
	(Do not include small plants).
1.1.3.	Please give number of trees under which
	classes are(can be) taught.
1:1.4	Does the school have lawns? Yes/No
1.1.5.	If yes in 1.1.4, please give total number
	of available lawns.
1.1.5.1.	Dlease give total area of all the lawns
	available (in Sq. mtrs.).
1.1.5.2.	Number of lawns where classes are (can be)
	taught.
1.1.5.3.	Please give total area of lawns where classes
	are (can be) taught (in Sq. mtrs.).
1.1.6.	Does the school have fixed or portable .
	black_boards for out_door teaching? Yes/No
* 1.1.7.	If yes in 1.1.6, plase give number of
	such black boards.

: <u>2</u>· : . .

1.2	ST ADI UM :	
1.2.1.	Does the school have a Stadium?	Yes/No
1.2.2.	If yes in 1.2.1., please give its;	
	(a) rea in Sq. mtrs.	
	(h) C tim	
	(b) Seating capacity	
1.2.3.	If yes in 1.2.1, whether it can be used by	Yes/No
	others also?	
1.2.4.	If yes in 1.2.3, whether school charges any	V12 5/110
	fees for its use from them?	
1.3.	SWIMMING POOL:	
	Property Bellevier and Andreas de Communication and Andreas and An	
1.3.1.	Does the school have a swimming pool ?	7-5/Nh
1.3.2.	If yes in 1.3.1, plaase mantion the following:	
1.3.2.1.	Whether it is in usable condition ?	Yes/No
1.3.2.2.	Whether the water is meplaced at regular	
	intervals ?	Yes/No
1.3.2.3.	Whether the swimming pool is used by students	
	and staff of the school only?	Yes/No
1.3.2.4.	Whether separate timings are fixed for use of	
	the swimming pool by girls and boys?	Yes/No
1.4.	FARMING/AGRICULTURE:	
1.4.1.	Does the school have space for farming?	Yes/No
1.4.2.	If yes in 1.4.1, please give available area	
	for the same (in sq. mtrs.).	
1.5.	DRINKING WATER FACILITY:	
1.5.1.	Does the school have drinking water facility wa	ithin
	the campus?	Vae/No

1.5.2	If no in 1.5.1, how daily needs of water					
	are met? Please tick (') the					
	applicable:					
152.1	a) water is brought from out side by the students.	()			
ı	b) water is brought by casual labour hired for the purpose.	()			
	c) water is brought by regular employees of the school.	()			
	d) water is brought both by students and employees, as per need.	()			
	e) students go out of the school to drink water.	()			
1.5.2.2	In case the water is brought from outside,i	S				
	it stored in (• the applicable):					
	a) Muddy pots	()			
	b) Buckets	()			
,	c) In both a 8 b	()			
	d) Govered tin/iron tanks	()			
	e) Covered cemented tanks	()			
	f) In both d & e	()			
	g) In more than two as above	()			
	a, b, d & e.					
1.5.3	If yes in 1.5.1, please tick () the source available within the campus:					
	a) Well	()			
	b) Hand pump	()			
	c) Running water tap (s)	(.)			
	d) More than one as above a,b. & c	(ì			

1.5.3.1 If well and / or hand pump is / are available in the School, who draws water from it / them ?) a) Students b) Employees) c) Both a & b above d) Staff 1.5.3.2 (A) After drawing the water from well/hand pump, is it stored in :) i) Muddy-pots) ု ii) Buckets) iii) Covered Tanks (B) Water is not stored and is drawn from well/hand pumpwhenever required. 1.5.3.3 If running water taps are available in the school, please give the following information (applicable): (a) Water is available in taps for full working hours of the school. (b) Water is available in taps for limited lime. 1.5.3.4 If water is available for limited time in taps (as per 1.5.3.3 (b) above), is there a provision for storing of water for use during other hours? Yes/No 1.5.3.5 Are the number of taps available in the school adequate keeping in view the enrolment and staff Yes/No of the school? 2.0 DETAILS ABOUT THE BUILDING: Yes/No 2.1 Does the school have a pucka building? If no in 2.1, mention the mode of arrangement/teaching: 2.1.1 Ì a) In partly pucka building) b) In thatched huts) c) In Kachcha building) d) Tents } e) In open space

2.1.1.1	In case item $2.1.1 (a)/(b)/(c)/(d)$ is applicable						
	to your school, please state:						
	a) Whether running water facility is available in the school?	Yes/No					
	b) Whether electricity is available in the school?	Yes/No					
2.2	If yes in 2.1, i.e., the school is running in a						
	pucka building, please give the following						
	information:						
2.2.1	Whether the building is :						
	a) Permanent	()				
	b) Semi-permanent	()				
	c) Temporary	()				
2.2.2	In case the building is permanent or semi-						
	permanent, please give the following information						
	for majority of rooms :						
2.2.2.1	Type of Foundation:						
	a) Spread Foundation i.e. isolated/combined	()				
	b) Raft Foundation	()				
	c) Pile Foundation	()				
	d) Any other type (specify)	()				
	e) Noidea	()				
2.2.2.2	Type of Super Structure:						
	a) R.C.C. framed construction	()				
	b) Load Bearing construction	()				
	(i.e. Brick/stone masonary)						
2.2.2.3	If the super structure is load bearing						
	construction (2.2.2.2,b), mention the type of						
	Srick/stone masonary work (for majority of						
	rooms', at the appropriate place(s):						

: .6 :

Details	Type of Masonary Work	Type of Masonary Work			
	Brick Inside Inside	Stone outsid			
With Poi	inting	1			
With Pla	aster				
Without Pointing and Plas		1			
2.2.4	Type of Roof slab				
	a) R.C.C.	(
	b) Reinforced Brick	(
	c) Stone	(
	d) Wooden	(
2.3	Temporary Building:	•			
2.3.1	In case the building is Temporary				
	Please give the following information its about/major part:				
2,3.2	Type of walls :				
	a) Wooden Planks	(
	b) CGI/ACC Sheets	(
	c) Brick/Stone	(
	d) Any other (Please specify)	(
2.3.3	Type of Roofs:				
	a) Glay/Manglore Tiles	(
	b\$ Tin Sheets	(
	c) Wooden	(
	d) CGI/ACC Sheets	(
	e) Any other (Please specify)	(

2.3.4	Type of floors:			
	a) Kachcha	()	
	b) Wooden	(,	
	c) Bricks	(
	d) Any other (Please specify)	(
3.0	Direction of Rooms:			
3.1	Please give the percentage of instructional roomsfacing:			
	a) North/South %	Ś		
	b) East/West	ś		
4.0	Toilets in School			
4.1	Please give the number of all toilets available			
	in the school : Male Female			
	a) W.C.	146		
	b) Urinal			
	c) Wash Basin			
4.2	Is running water facility available in W.C. and			
	Urinals ?	Yes/	No	
4.3	Keeping in view the number of toilets			
	available (as in 4.1), do you think that			
	the facility is adequate in relation to the			
	enrolment and staff members in the school?	Yes/	Νo	
4.4	If no in 4.3, does the school have			
	extra land for constructing more toilets?	Yes/	'No	
5 _• 0	Floors, doors and windows in Rooms:			
5.1	Are there any major defects in the			
	floors of the rooms in the building? (for majority of rooms)	Yes/	'No	

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5.1	.1 If yes in 5.1, please give details about s	such defects :
	a) Chipped off	Yes/No
	b) Has sunk	Yes/No
	c) Cracks in floors	Yes/No
	d) Any other (Please specify)	Yes/No
5.2	Are there any major defects in the doors a	and
	windows in majority of rooms in the buildi	
5.2	.1 If yes in 5.2 please (/) the nature of) ſ
**	defects: <u>Doors</u>	Wing
	a) Warpping () (
	b) Shutters broken () (
	c) Shutters have shrunk () (
	d) Shutters have sagged () (
	e) Inadequate Fittings () (
	f) Fittings missing () (
	g) Any other (Pleas specify)() (
6.0	Indoor/Outdoor Games facility in school:	
6.1	has If the school/play ground, please state	,
	whether it has (\checkmark the applicable):	
1	a) <u>Sem rate playground</u> :	
	i) For Hockey	()
1	ii) For Footbal	()
	iii) For Hockey & Footbal combined	()
	iv) For Cricket	()
	v) For Voliybal	()
,	vi) For Tennis	()
	vii) For Basketbal	()
	viii) For Badminton	()
	ix) For Kabaddi	()

b) combined playground for two, three or		
more games mentioned above	()
c) separate 'Track' space for sports	()
Does the School have space for the following		
indoor games (please , , the applicable):		
a) Table Tennis	()
b) Chess	()
c) Carrom	()
d) Any other (please specify)	()
Hostel Facility:		
Does the school have Hostel facility?	¥ es/No	· ·
If yes in 7.1, please mention whether		
it is .		
a) Owned and exclusively for the school.	()
b) Owned and shared with some other institution	()
c) Not owned but exclusively for the school	()
d) Not owned and shared with other institution	()
Whether the Hostel facility is available for:		
a) boys only	()
b) girls only	()
c) both boys and girls	()
Please mention the total intake		İ
capacity in the hostel(s): Boys Girls		<u> </u>
		•
Please mention the number of Boys		
students residing in the hostel(s) Girls		,
Keeping in view the enrolment, do		
you think that the available facility is adequate for: Boys Yes/No		
is adequate mor: Boys Yes/No		

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7.4.2	If no in 7.4.1, whether land:	is available w	ith the	يون رواهد
	school for additional constru	ction?		Yes/No
7.4.3	If no in 7.4.2, whether additional rooms can be			
	constructed on upper storey?			Yes/No
7.5.1	Whether most of the rooms get	nroner natura	a 1	
(*) * T		p20p02	<u>-</u>	Yes/No
7 5 0	light?			200, 110
7.5.2				Yes/No
750	in the rooms? Are the rooms in the hostel (c \		100, 1.0
7,5,3				Yes/No
7.5.4	provided with electrical fittings? If yes in 7.5.3 whether fans are provided in all			2007 110
7.6049	the rooms?	are province.	C	Yus/No
7.5.5	Whether the Hostel(s) has/hav	e adoquato		100, 110
14040	number of :	σααυμασο		
	Hamber or ,	Boys	Girls	
	Toilets	Yes/No	Yos/No	
	Bathrooms	Yes/No	Yos/No	
7.5.6	Whether the toilets have flus	h laterines?		Yes/No
7.5.7	Whether these toilets and bathrooms are			
	in the Hostel building?			Yos/No
7.5.8	If no in $7.5.7$, at what dista	ince		
	the facility is available	(in mtrs.)		
7.5.9	Is the Hostel(s) provided wit	h running		
	water facility ?			Yes/No
7.5.10	Whether the hostel building i	Ls		
	lockable ?			Yes/No
7.6	Does the Warden(s) resides in	the hostel		
	compound?			Yes/No
7.7	If yes in 7.6, whether there	is separate		
	residence available for the i	Hostel Warden	s)?	Yes/No

7 . 8	Whether there is a separa	te dining room		
	in the hostel(s).		Yes/No	
7.9	Whethere there is a separ	rate common/		
	recreation room in the ho	ostel(s)?	Yes/No	
1.10	Is there a provision for	Watchman Chowkidar		
	exclusively for the Host	,	Yes/No	
7.10.1	If yes in 7.10; whether :	for:		
		Day and Night	()	
		Night only	()	
7.10.2	Whether the Watchman/Cho	wkidar has been		
	provided residence in th	e Hostel compound?	Yes/No	
IMPORTA	<u>NT</u>	_		
	Please give any other re	lated information about	the	
School	Building, which in your op	inion is important, and n	ot	
	above.			
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				, North Hall
Name (All Street Supplementals) (The substitution and				

		Signature of Head of th	n e	
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